DOCUMENT RESUME

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TITLE	Severely and Multiply Handicapped--Programs, Teaching Methods, and Curriculum: 1977 Topical Bibliography.
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DESCRIPTORS	*Curriculum; Curriculum Guides; Elementary Secondary Education; *Multiply Handicapped; Program Descriptions; *Programs; *Severely Handicapped; *Teaching Methods

ABSTRACT

Approximately 85 citations (1972-1976) on programs, teaching methods, and curricula for the severely and multiply handicapped are included in the annotated bibliography. Entries are arranged according to accession number and usually provide information on author, title, source, date, pagination, availability (including ERIC-Educational Resources Information Center-document number when appropriate) and a brief abstract. It is explained that the information was drawn from volume eight of Exceptional Child Education Resources. (CL)

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Severely and Multiply Handicapped—Programs, Teaching Methods, and Curriculum

1977 Topical Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Education Resources
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EC102866

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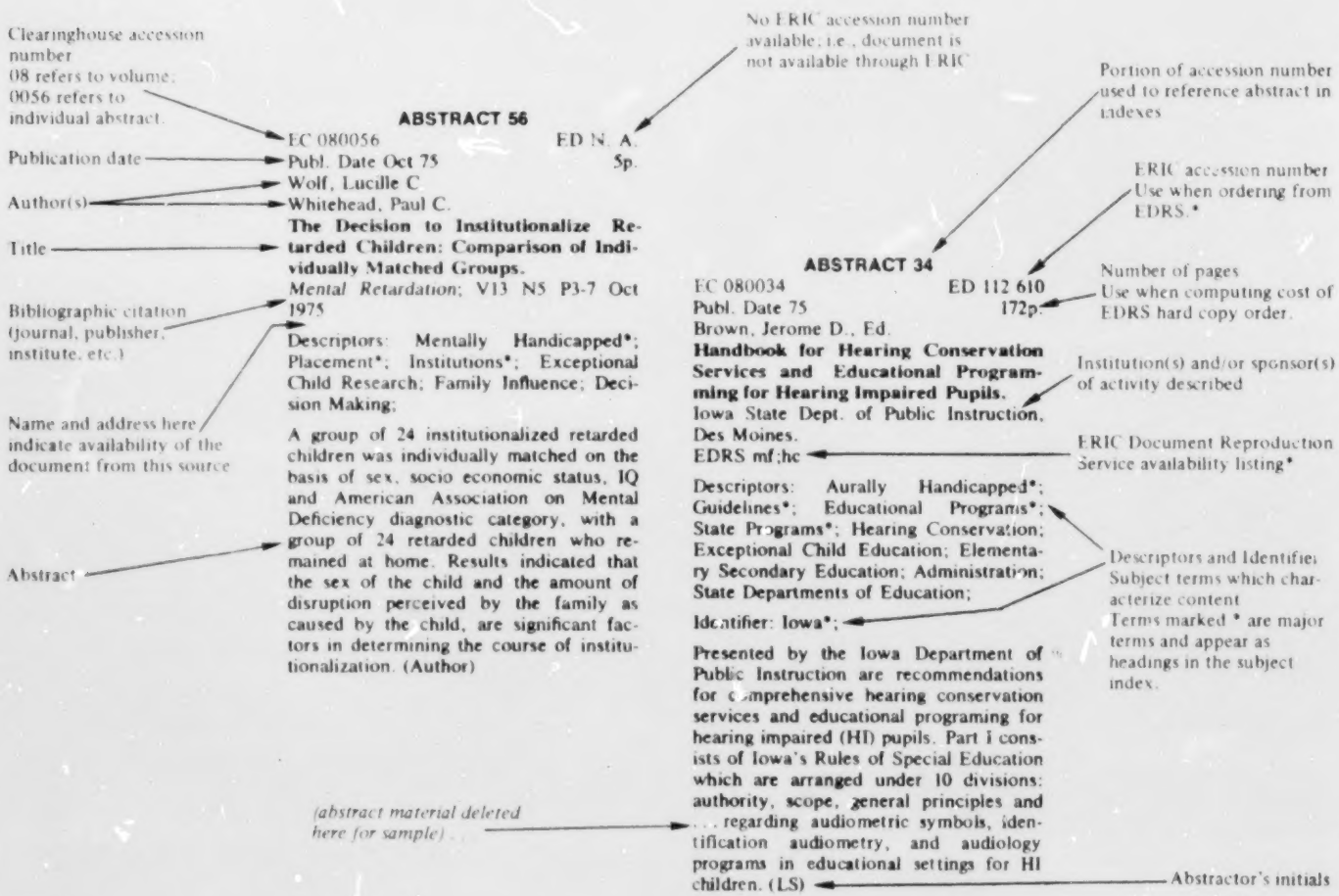
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Abstractor's initials
ABSTRACT 56
EC 080056
ED N. A.
Publ. Date Oct 75
5p.
Wolf, Lucille C
Whitehead, Paul C.
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
Mental Retardation; V13 N5 P3-7 Oct 1975
Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
ABSTRACT 34
EC 080034
ED 112 610
Publ. Date 75
172p.
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Iowa State Dept. of Public Instruction, Des Moines.
EDRS mf;hc
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Identifier: Iowa*;
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programing for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and ... regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)

CEC Information Services Journal Collection

The CEC Information Services regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Resources (ECER)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current April 1977) is *representative* of journals currently received.

AAESPH Review, American Association for the Severely/Profoundly Handicapped, P.O. Box 15287, Seattle WA 98115

*__Academic Therapy__, 1539 Fourth Street, San Rafael, California 94901

Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*__American Annals of the Deaf__, 5034 Wiscon-
**sin Avenue NW, Washington DC 20016

American Education, 400 Maryland Avenue SW, Washington DC 20202

American Educational Research Journal, 1126 16th Street NW, Washington DC 20036

American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015

American Journal of Community Psychology, Plenum Publishing Co., 227 W. 17th St., New York NY 10011

**__American Journal of Diseases of Children__, 535 North Dearborn Street, Chicago, Illinois 60610

*__American Journal of Mental Deficiency__, 49
**Sheridan Avenue, Albany, New York 12210

American Journal of Nursing, 10 Columbus Circle, New York, New York 10019

**__American Journal of Occupational Therapy__, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*__American Journal of Orthopsychiatry__, 1790
**Broadway, New York, New York 10019

Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610

Arithmetic Teacher, 1906 Association Dr., Reston VA 22091

Art Psychotherapy, Pergamon Press, Maxwell House, Fairview Park, Elmsford, NY 10523

ASHA, American Speech and Hearing Association Journal, 9030 Old Georgetown Road, Washington DC 20014

Assignment Children, UNICEF, 7 Rue Eugene Delacroix, 75016, Paris, France

Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219

Audiology & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, CA 91403

Australian Citizen Limited, Box 91, Brighton 5048, South Australia

*__Australian Journal of Mental Retardation__,
**P.O. Box 255, Carlton, South Victoria 3053, Australia

AVISO, Newark State College, Union, New Jersey 07083

**__Behavior Therapy__, 111 Fifth Avenue, New York, New York 10003

Behavior Today, Ziff Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4AT, Scotland

British Journal of Mental Subnormality, Monyhull Hospital, King's Heath, Birmingham B30 3QB, England

British Journal of Physical Education, 10 Nottingham Place, London W1M 4 AX, England

Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402

Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402

*__Bureau Memorandum__, 126 Langdon Street, Madison, Wisconsin 53702

CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada

Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025

Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637

**__Child Psychiatry & Human Development__, 2852 Broadway, Morningside Heights, New York 10025

Child Welfare, 67 Irving Place, New York, New York 10003

Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016

Children Today, US Government Printing Office, Washington DC 20402

Children's House, Box 111, Caldwell, New Jersey 07006

Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631

Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Day Care & Early Education, 2852 Broadway, New York, New York 10025

Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226

Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333

DSH Abstracts, Gallaudet College, Washington, DC 20002

Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

Early Years, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820

Early Years Parent, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820

*__Education and Training of the Mentally
**Retarded__, 1920 Association Drive, Reston, Virginia 22091

Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*__Education of the Visually Handicapped__, 919 Walnut St., Fourth Floor, Philadelphia, Pennsylvania 19107

Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708

Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401

Educational Leadership, 1201 16th Street NW, Washington DC 20036

Educational Researcher, 1126 16th Street NW, Washington DC 20036

Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637

English Journal, 1111 Kenyon Road, Urbana, Illinois 61801

Exceptional Child (formerly **Slow Learning Child**), Serials Section, Main Library, University of Queensland, St. Lucia, Brisbane 4067, Australia

*__Exceptional Children__, 1920 Association
**Drive, Reston, Virginia 22091

*__Exceptional Parent__, 264 Beacon Street, Boston, Massachusetts 02116

Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222

*__Gifted Child Quarterly__, 8080 Springvalley Drive, Cincinnati, Ohio 45236

Harvard Educational Review, Longfellow Hall, 13 Appian Way, Cambridge MA 02138

Health Education (formerly **School Health Review**), American Alliance for Health, Physical Education, and Recreation, 1201 16th St., NW, Washington DC 20036

Hearing, 105 Gower Street, London WC1 6AH, England

*__Hearing & Speech Action__, 814 Thayer Avenue, Silver Spring, Maryland 20910

Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

Human Behavior, PO Box 2810, Boulder, Colorado 80302

Humanist, 923 Kensington Ave., Buffalo, New York 14215

Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621

Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306

Instructor, PO Box 6099, Duluth, Minnesota 55806

Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016

International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland

*journals monitored for CIJE

**copyrighted journals for which ECER has been granted permission to use author abstracts

International Rehabilitation Review, 219 East 44th Street, New York, New York 10017

Involvement, PO Box 460, Oak Ridges, Ontario, Canada

Journal for Special Educators of the Mentally Retarded, 171 Center Conway, New Hampshire 03813

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, University of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophrenia, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

**Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Educational Research, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

*Journal of Learning Disabilities, 101 E. Ontario St., Chicago IL 60611

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, Pembridge Hall, 17 Pembridge Sq., London W2 4EP, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

**Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

**Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

**Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

*Journal of Visual Impairment and Blindness (formerly **New Outlook for the Blind**), American Foundation for the Blind, 15 W. 16 St., New York NY 10011

*Language Speech & Hearing Services in Schools, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Ave**nue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350 One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London W1N 6AA, England

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parent Communication, 2190 N. Woodward Ave., Bloomfield Hills MI 48013

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

Pediatric Clinics of North America, W.B. Saunders Co., W. Washington Sq., Philadelphia PA 19105

*Pediatrics, PO Box 1034 Evanston, Illinois **60204

Perceptual and Motor Skills, Box 1441, Missoula MT 59801

Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

**Physical Therapy, 1156 15th Street NW, Washington DC 20005

Pointer, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

**Reading Research Quarterly, 6 Tyre Avenue, Newark, Delaware 19711

Reading Teacher, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto, Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Rehabilitation World, RIUSA, 20 W. 40th St., New York, NY 10018

Remedial Education, 5 Nethercee Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington DC 20036

Scandinavian Journal of Rehabilitation Medicine, Gamla Broga,an 26, Box 62, S-101 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201-1205 Bluff Street, Fulton, Missouri 65251

Science and Children, National Science Teachers Association, 1201 16th St., NW, Washington DC 20036

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Dave Muir, Subscriptions, 12 Doucett Pl., Scarborough, Ontario M1G 3M2, Canada

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree, Liverpool L15 6TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

**TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash**ington, DC 20007

Young Children, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACT 2948

EC 08 2948 ED 122 570
Publ. Date Apr 76 7p.
Berkman, Gloria.
Training Parents as Members of the Educational Team.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Severely Handicapped;* Elementary Secondary Education; Parent Education;* Program Descriptions;* Behavior Change;* Operant Conditioning;

Described is the parent education component of a St. Louis, Missouri, program for the severely handicapped (5-21 years old) that focused on instruction in behavior modification skills. Noted are the organization of the first program of 10 weekly sessions, a continuation program for parents who completed the first program, the "hard to reach" parent, home visits, institution contact, use of parents as volunteers, and a materials workshop for parents. Positive parent evaluations are quoted. (DB)

ABSTRACT 2929

EC 08 2929 ED 122 551
Publ. Date Apr 76 7p.
Stile, Stephen W.
Atkinson, Charles.
Project TELEPAC: Packaged Home Instructional Materials for Parents of the Severely Handicapped: A Concept Analysis.
Utah State Univ., Logan. Exceptional Child Center.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Severely Handicapped;* Elementary Secondary Education; Parent Education;* Instructional Materials;* Curriculum Development; Material Development; Home Instruction;* Telecommunication;

Identifiers: Project TELEPAC;

Packaged materials designed for use by parents of educationally unserved and underserved severely handicapped individuals and available through a telecommunication system have been developed by Project TELEPAC at Utah State University. Material development has been accomplished through application of an educational research and development cycle involving seven major steps such as definition of curriculum content, critique by experts, formative and summative evaluation. (For related information, see EC 08 2927.) (Author/CL)

ABSTRACT 2927

EC 08 2927 ED 122 549
Publ. Date Apr 76 15p.
Hofmeister, Alan M.
Atkinson, Charles M.
The TELEPAC Project: A Service Delivery Model for the Severely Handicapped in Rural Areas.
Utah State Univ., Logan. Exceptional Child Center.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Severely Handicapped;* Elementary Secondary Education; Parent Role; Home Instruction; Telecommunication;* Delivery Systems;* Program Descriptions; Rural Areas;*

Identifiers: TELEPAC;*

Described is Project TELEPAC, a telecommunications based system that provides instructional packets to parents of severely handicapped children in rural areas of Utah. In addition to the parent involvement packets that outline teaching methods, correction procedures and behavior management practices for arithmetic, language arts, self help and recreation/leisure time skills, the TELEPAC model is said to offer a parent resource library, multi media collection, and resource directory for services in the state. Toll-free telephone lines are explained to give the parent direct access to a TELEPAC resource teacher. (For related information see EC 08 2929). (CL)

ABSTRACT 2926

EC 08 2926 ED 122 548
Publ. Date Apr 76 7p.
Carpenter, Pat.
1776-1976, Is This Progress? A Noncategorical Service Delivery System for Moderately and Severely Handicapped Children: A Slide Tape on the Margaret Harris Center, DeKalb County Schools, Georgia.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Severely Handicapped;* Infancy; Early Childhood Education; Elementary Secondary Education; Program Descriptions;*

Identifiers: Noncategorical Programs;*

Presented is the script for a slide tape description of the Margaret Harris Center in DeKalb County, Georgia, a noncategorical program for moderately and severely handicapped infants and children. (CL)

ABSTRACT 2916

EC 08 2916 ED 122 538
Publ. Date Apr 76 16p.
Hammond, Anne
Burns, Janet
Teaching Sign Language to the Multiply Handicapped Deaf Person.

EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Aurally Handicapped; Deaf;* Multiply Handicapped;* Elementary Secondary Education; Adults; Sign Language;* Guidelines;* Language Development; Teaching Methods;

Provided are suggestions for selecting and implementing a sign language system with multiply handicapped deaf children and adults, based on a program at the Stone Belt Center (Bloomington, Indiana). Discussed are reasons for deciding to use sign language with the multiply handicapped deaf, nine different sign language systems, guidelines for choosing a particular system, and research indicating that sign language can be taught to the multiply handicapped person. Suggestions for implementing sign language include using materials on an appropriate interest level, having the student's vision checked, reinforcing eye contact, and altering signs when necessary. (LS)

ABSTRACT 2914

EC 08 2914 ED 122 536
Publ. Date Apr 76 13p.
Wood, Thomas A.
The Development of Programmed Instruction in Orientation and Mobility for Multiply Handicapped Blind Children.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Research; Multiply Handicapped;* Visually Handicapped; Blind;* Mobility Aids;* Travel Training; Programed Instruction;* Visually Handicapped Mobility;* Visually Handicapped Orientation;

Described are the development and field testing of programed instruction in orientation and mobility for 41 multiply handicapped blind students. Based on initial assessment of the Peabody Mobility Scale, it is explained that the students were prescribed individualized tasks in the areas of motor development, sensory skills, concept development, and orientation and mobility skills. Examples are provided of the sequence formats that provide information on purpose, terminal objective, materials, prerequisites, activity objective, training activity, and recording procedures. It is reported that preliminary analysis of pretest-posttest differences in motor and sensory performance indicated a significant improvement by the experimental group using the programed instruction. (For related information see EC 08 2912 and EC 08 2913) (CL)

ABSTRACT 2912

EC 08 2912 ED 122 534
Publ. Date Apr 76 8p.
Harley, Randall K.
A Special Project to Design a Manual in Orientation and Mobility for Multiply Impaired Blind Children.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Research; Multiply Handicapped;* Blind;* Mobility Aids; Curriculum Development;* Evaluation Methods;* Visually Handicapped Mobility;* Programed Instruction;

Described is the development of a programed instruction manual in mobility and orientation skills for multiply handicapped blind children. Detailed are procedures involved in creating a developmental scale to assess five basic areas: use of a seated guide, seating, trailing, protective skills, and route travel. Results are reported for a pilot study involving the development of individualized orientation and mobility programs for nine low functioning multi-impaired blind children. Additional research is detailed for a 1 year study to refine and validate a manual for classroom teachers and parents. (For related information see EC 08 2913 and EC 08 2914.) (CL)

ABSTRACT 2900

EC 08 2900 ED 122 522
Publ. Date Apr 76 13p.
Levine, Martin N.
The Adaptive Behavior Checklist: Development and Current Applications.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Mentally Handicapped;* Severely Handicapped; Early Childhood Education; Institutionalized (Persons); Rating Scales;* Behavior; Check Lists;* Adjustment (To Environment); Educational Diagnosis; Evaluation Methods;* Computers;

Identifiers: Adaptive Behavior Checklist;*

Provided is a computer summary of the ratings and prescriptive suggestions on the Adaptive Behavior Checklist (ABCL) for a 5-year-old severely retarded, physically handicapped institutionalized boy. The ABCL is explained to measure basic (general motor and sensory development), primary (conceptual and language development), and secondary (social interaction and responsibility) functions. Eleven computer generated prescriptive recommendations are listed, including recommendations for programs designed to improve visual-motor performance and personal cleanliness skills. A statistical summary of the child's ratings is provided with a proration in cases where motoric or sensory limitations may mask true potential. The printout concludes with a categorization of item scores illustrating the child's strengths and weaknesses. (CL)

ABSTRACT 2870

EC 08 2870 ED 122 492
Publ. Date Apr 76 16p.
Langley, Beth
The Process of the Psychoeducational Appraisal of the Multihandicapped Child.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Severely Handicapped; Multiply Handicapped;* Elementary Secondary Education; Evaluation Methods;* Sequential Learning;* Child Development; Performance Factors;* Psychoeducational Processes;* Diagnostic Teaching;

Identifiers: Informal Assessment;

Covered in the paper on the psychoeducational assessment of the multihandicapped child are the importance of the learning accomplished in the sensory motor period and the effects of evaluation media and sequence on child performance. Described are the six stages of sensory motor development measured by a Piagetian-based instrument developed by J. Hunt and I. Uzgiris. An initial screening of visual, auditory, and motor skills is advocated along with probing the sequence of specific task dimensions. Among the indicators of functioning level cited are manipulation of media, imitation, and problem solving approaches. Additional information is explained to be obtained through analysis of the child's response to developmental teaching. (CL)

ABSTRACT 2863

EC 08 2863 ED 122 485
Publ. Date Apr 76 11p.
Taylor, Rhea A.
And Others
Regional Cooperative Innovative Efforts for Preschool Multihandicapped Children.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Severely Handicapped; Multiply Handicapped;* Cultural Differences; Preschool Education; Rating Scales;* Behavior;* Evaluation Methods; Student Evaluation;* Screening Tests; Educational Diagnosis; State Programs;

Identifiers: Lexington Developmental Scale;* Kentucky;

Discussed in the remarks by two special education teachers and two administrators from Kentucky are the development and use of the Lexington Developmental Scale (LDS) with multiply handicapped preschool children. It is explained that the LDS covers five skill areas: gross and fine motor, receptive and expressive language, cognitive, personal-social, and emotional development. The LDS is noted to be available in short form as a screening device and in long form for classroom programing. The use of the LDS in a Head Start program and its adaptation for culturally different children are also considered. (CL)

ABSTRACT 2818

EC 08 2818 ED 121 050
Publ. Date Feb 75 38p.
Collins, Michael T.
Rudolph, James M.
A Manual for the Assessment of a "Deaf-Blind" Multiply-Handicapped Child. Revised Edition.
Midwest Center for Services to Deaf-Blind Children, Lansing, Mich.
Midwest Center for Services to Deaf-Blind Children, Lansing, Mich.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Centers and Services for Deaf-Blind Children.
EDRS mf

Descriptors: Exceptional Child Education; Multiply Handicapped; Deaf Blind;* Child Development;* Student Evaluation;* Check Lists;* Self Care Skills; Social Development; Motor Development; Language Development; Cognitive Development;

Identifiers: Informal Assessment;*

Presented is a manual for program assessment of the deaf-blind child's development. In the introduction, it is stressed that the manual is not intended to be a curriculum guide and that scale items are not designed to replace the objectives and activities of the child's curriculum. Assessment checklists are color coded according to the following areas (sample divisions under major areas are in parentheses): personal self help skills (bottle feeding, dressing, washing hands, and grooming), social development (interaction with children, interaction with family, and behaviors in a structured educational setting), gross motor development (head movements, creeping, and adaptive balance), fine motor development (holding objects, finger movements, and inspection and manipulation of more than one object), language development (imitation, gesturing, and written communication), and cognition (object permanence, problem solving, and sequencing). Spaces are provided for checking off the child's demonstrated abilities during six assessments. An additional listing is provided for recording behavior patterns that interfere excessively with the child's attentiveness and "normal" functioning. (SB)

ABSTRACT 2768

EC 08 2768 ED 121 045
Publ. Date Sep 75 21p.
McCarthy, Robert E.
Bakaitis, Patricia
Effects of Music Therapy on Handicapped Children: A Title VI-B Project.
Fairfax County Schools, Va.
EDRS mf;hc
Paper presented at the 1976 American

Educational Research Association Meeting; Session 12.15

Descriptors: Exceptional Child Research; Mentally Handicapped; Trainable Mentally Handicapped;* Physically Handicapped;* Multiply Handicapped;* Elementary Secondary Education; Music Activities; Music;* Therapy;* Program Effectiveness; Behavior Patterns; Attention Span;

Evaluated were the effects of music therapy sessions on the behavior of approximately 300 moderately retarded, physically handicapped, and multiply handicapped students. Data on attentive behavior and disruptive behavior were recorded by 37 special education teachers, 25 instructional aides, and one principal, who were trained to observe and record target behaviors. Music activities, led by music therapists, included singing, dancing, playing instruments, exercising to music, and simple composing. Emphasized were language, socialization, motor, and basic academic skills. Results of a multiple linear regression analysis of variance performed on approximately 2,700 separate sets of observations indicated a significant gain in attentiveness and a decrease in disruptiveness during the music therapy program. (CL)

ABSTRACT 2758

EC 08 2758 ED N. A.
Publ. Date Jan 76 9p.
Sontag, Ed.
Zero Exclusion: Rhetoric No Longer.
American Association for the Education of the Severely/Profoundly Handicapped Review; V1 N3 P106-114 Jan 76

Descriptors: Exceptional Child Education; Severely Handicapped;* Educational Needs;* Trend Analysis;* Equal Education;* Civil Liberties; Delivery Systems;

Traced is the development of the right to education movement as it relates to the special education of the severely handicapped, and identified are issues that special education professionals need to consider. Noted are positive trends of commitment to the severely handicapped by the field, deinstitutionalization and normalization, early identification and public school programs, and development of training programs for persons preparing to work with the severely handicapped. Discussed are the following recommendations: service delivery models which allow increased integration of the severely handicapped child, more active commitment to the parent professional partnership, expansion of early intervention programs, and the development of professional unity and cooperation. (DB)

ABSTRACT 2757

EC 08 2757 ED N. A.
Publ. Date Jan76 18p.
Haring, Norris G.
Welcome Address to Second Annual AAESPH Conference (Kansas City, Missouri, November 12-14, 1975).
American Association for the Education of the Severely/Profoundly Handicapped Review; V1 N3 P87-104 Jan 76

Descriptors: Exceptional Child Education; Severely Handicapped;* Educational Needs;* Cost Effectiveness;* Speeches; Trend Analysis;* Public Opinion; Equal Education; Normalization (Handicapped);* Program Effectiveness;

Identifiers: Deinstitutionalization;* American Assoc Educ Severely Profoundly Handicapped;

Presented is a speech by Norris Haring, in which he examines present trends and future directions in the education of this population. The growth of the association and its services is traced. Objections to the education of the severely handicapped (such as ineffectiveness and expense of intervention) are considered. Stressed is the need to show quantitatively the effectiveness of educational intervention, efforts toward normalization, and deinstitutionalization. Comparative costs of institutional care and alternatives to institutions are given. Encouraged are increased use of precise measures and more longitudinal studies. (DB)

ABSTRACT 2755

EC 08 2755 ED N. A.
Publ. Date Jan76 20p.
Ramberg, Joanne.
And Others.
Training Generalized Functional Acquisition of "Yes" and "No" in Three Retarded Children.
American Association for the Education of the Severely/Profoundly Handicapped Review; V1 N3 P20-39 Jan 76

Descriptors: Exceptional Child Research; Mentally Handicapped; Custodial Mentally Handicapped; Severely Handicapped;* Language Development;* Expressive Language;* Teaching Methods;* Imitation;* Models;

Evaluated was a training procedure designed to establish functional expressive usage of "yes" and "no" in the language skills of three severely retarded institutionalized children (8, 9, and 10-years-old). The procedure employed a trainer and a "modeler" who served as a second trainer in a method that utilized a match-mismatch paradigm to facilitate the correct "yes-no" language usage. The procedure utilized a pretest-posttest, changing criterion experimental design to evaluate acquisition and limited generalization of the two responses as a function of the contingent reinforcement training procedure. The procedure was demonstrated to be successful with the three Ss. (Author/DB)

ABSTRACT 2754

EC 08 2754 ED N. A.
Publ. Date Jan76 15p.
Stainback, Susan.
Stainback, William.
Teaching the Profoundly Handicapped in the Public School Setting: Some Considerations.
American Association for the Education of the Severely/Profoundly Handicapped Review; V1 N3 P3-15 Jan 76

Descriptors: Exceptional Child Education; Mentally Handicapped; Custodial Mentally Handicapped; Severely Handicapped;* Definitions;* Teaching Methods;* Public Schools;

Discussed are characteristics of the profoundly handicapped child and appropriate instructional methods for the profoundly handicapped child. The profoundly handicapped are described as including children "who do not suck, swallow, chew, imitate, ambulate, speak, see, toilet themselves, respond to simple verbal commands, and/or do possess multiple handicaps." Given are the following guidelines: get the profoundly handicapped child physically relaxed before beginning a training sequence; always position the profoundly handicapped child properly for good body alignment and optimal visual range and movement; get the profoundly handicapped child actively involved; continually talk to the profoundly handicapped child. Noted is the teacher's role in self contained public school classes for the profoundly handicapped. (DB)

ABSTRACT 2734

EC 08 2734 ED N. A.
Publ. Date Aug 76 4p.
Shepard, Charlotte H.
Teaching Language to Mentally Retarded Deaf Children: A Review of the Literature and a Description of One Classroom Program.
American Annals of the Deaf; V121 N4 P366-369 Aug 1976

Descriptors: Multiply Handicapped;* Language Programs;* Vocabulary Development;* Curriculum Design;* Aurally Handicapped; Deaf; Mentally Handicapped; Intermediate Grades; Self Care Skills; Concept Formation; Literature Reviews; Program Descriptions;

A special language program for intermediate level multihandicapped deaf students was developed at the Oregon State School for the Deaf. Basically a "survival language" curriculum, the program's components are: emergency words, practical experience vocabulary, and highly structured activities for concept development and drill procedures. This method features a variety of student options, focusing on the needs of this special population for management of attention and individualization of instruction. These options include drill work towards meeting specific objectives, with particular attention paid to written language. Reference is made to selected language programs, objectives and goals developed by other educators to meet the needs of mentally retarded and/or severe language impaired deaf students. (Author)

ABSTRACT 2711

EC 08 2711 ED N. A.
Publ. Date 75 383p.
Brody, J. F., Ed.
And Others.
APT: A Resource Book for Use with Citizens Who Show Severely/Profoundly Retarded Behavior.
Pennhurst State School, Spring City, PA 19475

Descriptors: Exceptional Child Education; Mentally Handicapped; Custodial Mentally Handicapped;* Severely Handicapped;* Institutionalized (Persons); Behavioral Objectives;* Teaching Guides;* Behavior Change;* Operant Conditioning; Task Analysis; Self Care Skills;* Daily Living Skills;*

Intended for use with severely and profoundly retarded persons in the residential setting, the APT (Assessment/Program Team) resource guide provides detailed training procedures using behavior modification techniques with emphasis on writing programs, program implementation, program integration, use of task analysis and cost effectiveness concepts in program evaluation. It is explained that APT involves evaluation of student performance on each behavioral item, a variety of training procedures (such as backward chaining and shaping), and the recording of behavioral changes. Most of the document consists of the APT Skill Assessment instrument and training procedures in the following areas: toilet training, basic motor skills (such as sitting), self care skills (such as dressing, shoe tying, tooth brushing), daily living skills (such as bedmaking, mopping, and coin matching and academic skills (such as color matching, matching forms, and telling time). Presented for each skill is a sample individual program plan and progress form, and the training procedure including detailed behavioral objectives and possible teaching methods and materials. (DB)

ABSTRACT 2629

EC 08 2629 ED N. A.
Publ. Date Ju/Au 76 5p.
Clements, Harry R.
NISH-Good Initial Results.
American Rehabilitation; V1 N6 P10-14 Jul/Aug 76

Descriptors: Exceptional Child Services; Handicapped Children; Severely Handicapped;* Vocational Rehabilitation; Sheltered Workshops;* Federal Programs;*

Identifiers: National Industries for the Severely Handicapped;* Wagner-O'Day Act;

National Industries for the Severely Handicapped (NISH), an organization representing sheltered workshops by helping them to acquire government contracts under the Wagner-O'Day Act, is described in terms of origins, task, obstacles, results, and outlook. Provided is a table indicating a five year projection of the NISH project in dollars. (IM)

ABSTRACT 2577

EC 08 2577 ED N. A.
Publ. Date May 76 15p.
Jens, Ken G.
And Others.
Language Programming for the Severely Handicapped.
Focus on Exceptional Children; V8 N3 P1-15 May 76

Descriptors: Exceptional Child Education; Mentally Handicapped;* Severely Handicapped;* Teaching Methods; Curriculum;* Language Development;* Communication Skills;* Individualized Instruction; Task Analysis; Language Tests; Needs Assessment; Teaching Guides;*

Intended for teachers of severely mentally handicapped children, the article presents a structure for language programing, including procedures for assessment of essential teaching skills, strategies for the analysis of available language training programs, and a classroom model appropriate for meeting current student needs. Teacher competencies discussed include a knowledge of basic behavioral techniques, instructional sequencing skills, and the ability to select appropriate materials and arrangement of the classroom environment. A chart listing behavioral procedures for use in teaching is provided. Included in the section on analysis of available programs is a list of approximately 12 programs suggested for review, and an outline of 10 dimensions for consideration in reviewing existing language programs. An example of a model training program is provided, and includes the following: a discussion of content using a task analysis approach with detailed instructional steps, a description of the methodology with detailed objectives and procedures, and suggestions for determination of success and application of the new knowledge to other areas of learning. An instructional flow chart for use with severely handicapped students is provided. (IM)

ABSTRACT 2575

EC 08 2575 ED N. A.
Publ. Date Mar 75 31p.
Ashurst, Donald I.
Annotated Bibliography for Professionals and Parents Who Work with Severely Handicapped Children.
American Association for the Education of the Severely/Profoundly Handicapped Review; V1 N4 P47-77 Mar 76

Descriptors: Exceptional Child Education; Severely Handicapped;* Emotionally Disturbed;* Autism;* Bibliographies;* Literature Reviews;* Class Activities; Behavior Change; Operant Conditioning; Child Development; Parent Counseling; Social Development; Teacher Education; Therapy;

Compiled by the staff of the Diagnostic School for Neurologically Handicapped Children, the annotated bibliography includes approximately 90 books and articles for professionals and parents working with severely handicapped children. Entries (providing author's name, title, source, date, and a description) are listed under the following categories: activities for classroom use, behavior modification, child development, language development and remediation, learning theory and processing, parent counseling and training, social affective development, teacher preparation and training, training and treatment models for emotionally disturbed children, and writings describing autism and other childhood psychoses. (IM)

ABSTRACT 2503

EC 08 2503 ED N. A.
Publ. Date 76 325p.
Fredericks, H. D. Bud.
Baldwin, Victor L.
The Teaching Research Curriculum for Moderately and Severely Handicapped.
Charles C Thomas, 301 E. Lawrence Ave., Springfield, IL 62717 ($18.50)
Prepared by Teaching Research Infant and Child Center

Descriptors: Exceptional Child Education; Mentally Handicapped;* Severely Handicapped;* Preschool Education; Curriculum Guides;* Behavioral Objectives;* Curriculum Design; Task Analysis;* Individualized Instruction; Self Care Skills;* Motor Development;* Language Development;* Cognitive Development;*

Presented is a preschool curriculum developed and field tested by approximately 200 teachers of moderately and severely retarded or otherwise handicapped children. The curriculum is based on specific behavioral objectives that have been task analyzed for several skill areas. Included are sections on the following topics: guidelines for curriculum use; self help skills (dressing, feeding, personal hygiene, and toilet training); motor developmental skills (tone normalization activities, gross motor skills--basic, gross motor skills--lower extremity, gross motor skills--upper extremity, body orientation, fine motor skills--lower extremity, fine motor skills--upper extremity, strength skills, and recreation skills); receptive oral language skills; reading skills, expressive oral language skills; writing skills; and cognitive skills (number concepts, monetary concepts, concepts of telling time, personal information concepts, and musical activities. Within each section objectives are arranged in order of difficulty. Phases of progression are explained; and teaching steps to follow, which can be modified for each child's prescribed program, are enumerated. (IM)

ABSTRACT 2483

EC 08 2483 ED 120 996
Publ. Date Aug 75 112p.
Kafafian, Haig.
Interim Progress Report on DEBLICOM: Deaf-Blind Communication and Control Systems. August 1974-August 1975.
Cybernetics Research Inst., Inc., Washington, DC.
Social and Rehabilitation Service (DHEW), Washington, DC. Office of Human Development.
EDRS mf;hc
Cybernetics Research Institute, 2233 Wisconsin Ave., NW, Washington, D.C. 20007

Descriptors: Exceptional Child Research; Severely Handicapped; Deaf Blind;* Communication Skills;* Electromechanical Aids;* Cybernetics;* Research Design; Artificial Speech; Phonemes; Mobility Aids;

Identifiers: Deaf Blind Communication and Control Systems;*

Presented is a report on the work of Cybernetics Research Institute (CRI) investigators on the development of deaf-blind communication and control systems (DEBLICOM). Described in Part One is one embodiment of DEBLICOM designed and built by CRI engineers. Reported in Part Two are experimental procedures and human factor considerations of component and subsystems design. A description of a portable instructor's/ user's controller is covered in Part Three. Part Four examines work on a speech synthesizer and a detailed manual developed at CRI. The status and the difficulties encountered in obtaining an artificial mechanical hand for use as a subsystem of DEBLICOM are reported in Part Five. It is noted that no failures have occured in the tests of the prototype solid state system. Also included are appendixes on instructional procedures for programing acceptable American speech with speech synthesizers, a brief report on phonemes, two articles on aids for children with multiple handicaps, and a work plan on DEBLICOM which describes 22 tasks in four work areas (DEBLICOM harness and code for the deaf-blind, mobility aids for the deaf-blind, synthesized speech for the deaf-blind, and project reports). (For related documents see EC 01 0831 and EC 05 0266-05 0270.) (Author/SB)

ABSTRACT 2477

EC 08 2477 ED 120 991
Publ. Date Aug 75 255p.
Gordon, Ronnie.
And Others.
Evaluation of Behavior Change; Part I: Study of Multi-Handicapped Young Children. Part II: Interaction Between Program and Parents. Final Report.
New York Univ., NY, Medical Center.
Bureau of Education for the Handicapped, Washington, DC
EDRS mf;hc

Descriptors: Exceptional Child Education; Exceptional Child Research; Multiply Handicapped;* Infancy;* Early Childhood; Intervention; Stimulation; Program Effectiveness;* Child Development; Parent Education;* Student Evaluation;* Behavior Change;

Identifiers: Final Reports;

Presented are the final reports of a two-part project designed to measure the effect of an intensive in-patient developmental program on 40 young multihandicapped children (18-36 months old) and their parents. Part I describes a system developed and tested to record and analyze changes in child functioning. Reported are results from teacher-written logs and videotaped diagnostic sessions on the following dimensions: interaction with materials; awareness of the environment; social responsiveness; expressive communications; affect, gross motor, and fine motor ability. (A coding manual is appended.) Among findings cited are that mental age was more meaningful than chronological age as a descriptor of status, and that age levels assigned to competent work with educational materials yielded the most relevant information for developmental assessment/prescription. Part II describes an analysis of openended, comparatively nonstructured weekly interview sessions with parents of 20 of the children in Part I. Results of complementary quantitative analyses are said to indicate that most parents were found to shift from an original emphasis on physical and language disabilities to consideration of other developmental aspects. Parental satisfaction with programmatic intent and implementation is documented, as well as the change in parents from a passive and "recipient" role to one of greater participation. It is noted that socioeconomic status and type and degree of disability of their children were not found to be related to parents' attitudes toward the program. (Author/CL)

ABSTRACT 2457

EC 08 2457 ED N. A.
Publ. Date Apr 76 14p.
Haring, Norris G.
And Others.
General Principles and Guidelines in "Programming" for Severely Handicapped Children and Young Adults.
Focus on Exceptional Children; V8 N2 P1-14 Apr 76

Descriptors: Exceptional Child Education; Severely Handicapped;* Infancy; Childhood; Educational Methods;* Intervention;* Program Descriptions; Identification;* Community Programs; Normalization (Handicapped); Maturation; Biological Influences;

Discussed is the application of modern educational technology to intervention with severely handicapped infants and older children. Principles of programing instruction are applied to the classroom situation. The importance of early intervention is considered in terms of the neurology of infant development and the value of early identification of problems of both prenatal and perinatal onset. Two case studies are given to illustrate nontraditional services provided by educators in the classroom for older severely handicapped students. Components of infant programs are seen to include early diagnosis and intervention, the use of respondent behaviors, correlation of intervention procedures with maturational factors, and parent involvement. A program in American Samoa is described as an example of replication of the basic intervention model and utilization of available local resources. Effective community based programs for the severely handicapped are seen to optimize independent functioning and decrease institutionalization. (DB)

ABSTRACT 2415

EC 08 2415 ED N. A.
Publ. Date Spr 76 10p.
Adler, Jack.
Finkel, William.
Integrating Remedial Methods Into Child Care Practice.
Child Care Quarterly; V5 N1 P53-62 Spr 76

Descriptors: Exceptional Child Education; Multiply Handicapped;* Emotionally Disturbed; Mentally Handicapped; Residential Programs;* Remedial Instruction;* Diagnostic Teaching;* Cognitive Development; Self Care Skills; Social Development; Child Care Occupations;

A therapeutic program involving child care staff in remediation efforts has been developed at a residential school for emotionally disturbed, mentally handicapped children. The program's objective is to improve the child's cognitive capacity and competence in skills involved in social living, self care, and interpersonal relationships. An Individual Cognitive Profile based on a battery of tests is prepared for each student showing percentile scores based on the total school population. Specific remedial approaches have been designed for learning problems such as difficulty with sequencing terms in the grammatical arrangement of a sentence. The child who cannot learn in any stable manner the sequence of steps for such activities as making a bed is taught by a method in which simple physical tasks are broken down into component parts in a series of concrete steps sufficiently detailed to meet the child's needs. (SB)

ABSTRACT 2347

EC 08 2347 ED N. A.
Publ. Date M/Ju75 88p.
A Survey of the Severely Disabled in Iowa: Client and Counselor Perceptions of Vocational Deterrents and Rehabilitation Needs. May-June 1975.
Easter Seal Society for Crippled Children and Adults Of Iowa, Inc., P. O. Box 4002, Des Moines, IA 50333 ($3.00)

Descriptors: Exceptional Child Research; Severely Handicapped;* State Surveys;* Attitudes;* Counselors; Employment;* Vocational Rehabilitation;* Demography;* Needs Assessment;

Identifiers: Iowa;

A survey of 650 severely disabled individuals in Iowa was conducted to determine their perceptions of problems connected with employability and rehabilitation service needs. Information obtained from Ss through interviews included sociodemographic data (such as marital status, educational level, type of disability, and vocational training) and Ss' perceptions of problems and needs (broken down to perceptions of the employed, unemployed, and underemployed). Also recorded were the counselor- interviewers' impressions regarding problems (such as architectural barriers and lack of equipment) and service needs (including personal/social and vocational). The survey project also involved an evaluation component designed to insure that Ss who felt they had potential for employment, and were interested in exploring or improving it, were provided with possible resources. Among major findings were that employability seems to be determined by the type of personal help a severely disabled person requires; that the length or amount of vocational training can influence employability; and that counselor-interviewers generally saw a positive attitude by the severely disabled toward employment. (Fifty-three tables

are provided that give statistical information; and appendixes are included on survey clientele letters, the survey questionnaire, and the number of interviews by county.) (SB)

ABSTRACT 2199

EC 08 2199 ED N. A.
Publ. Date May 76 12p.
Kelly-Botting, Patricia.
A Rationale for Training Atypical Hearing-Impaired Pre-Schoolers.
Teacher of the Deaf; V74 N437 P136-147 May 76

Descriptors: Exceptional Child Education; Multiply Handicapped;* Aurally Handicapped;* Early Childhood Education; Operant Conditioning;* Behavior Change; Attention Span;* Parent Counseling;* Family Role; Parent Education;

An operant conditioning and attention-focusing approach was used with a 2-year-old multiply handicapped hearing impaired child, while client centered counseling and modeling techniques were employed with her parents. In addition to gains in the child's IQ, language, and eye-hand coordination, the program enhanced adaptive communication within the family. (CL)

ABSTRACT 2131

EC 08 2131 ED N. A.
Publ. Date May 76 3p.
Deiker, Thomas.
Bruno, Ralph D.
Sensory Reinforcement of Eyeblink Rate in a Decorticate Human.
American Journal of Mental Deficiency; V80 N6 P665-667 May 1976

Descriptors: Severely Handicapped;* Operant Conditioning;* Behavior Change;* Exceptional Child Research; Case Studies;

Identifiers: Hydraencephaly;

Presented is a case study of a 19-year-old female with hydraencephaly (a condition marked by excessive accumulation of fluid in the cerebral ventricles) who was conditioned on three occasions to increase eyeblink rate with tactile reinforcement. (CL)

ABSTRACT 1992

EC 08 1992 ED N. A.
Publ. Date Apr 76 11p.
Soyka, Patricia W.
Homemaker-Home Health Aide Services for Handicapped Children.
Child Welfare; V60 N4 P241-251 Apr 76

Descriptors: Exceptional Child Services; Handicapped Children; Severely Handicapped;* Child Abuse; Home Instruction;* Health Personnel; Home Health Aides;* Community Health Services; Visiting Homemakers; Delivery Systems; Parent Education;* Program Descriptions; Prevention;

The role of specially trained homemaker-home health aides in working with severely handicapped children and their parents is examined and two case studies from a Cincinnati program are provided. It is explained that the aides help to relieve family stress by providing assistance with day-to-day problems of toileting, feeding, and teaching. Also covered are topics of prevention, child abuse and neglect, and the community's role in meeting the needs of the handicapped. (CL)

ABSTRACT 1894

EC 08 1894 ED N. A.
Publ. Date 76 292p.
Learning Steps: A Handbook for Persons Working with Deaf-Blind Children in Residential Settings.
California State Education Department, Southwestern Region Deaf-Blind Center, 721 Capitol Mall, Sacramento, CA 95814

Descriptors: Exceptional Child Education; Multiply Handicapped; Deaf Blind;* Early Childhood Education; Teaching Guides;* Residential Programs; Self Care Skills;* Teaching Methods; Eating Habits; Play; Sign Language;* Teacher Role;

The handbook for persons working with deaf blind children in residential settings includes general suggestions, specific teaching activities, and an introduction to sign language. It is explained that the book is based on the John Tracy Clinic Correspondence Learning Program for Parents of Preschool Deaf Blind Children. General suggestions are provided for topics such as setting goals and encouraging independence and for dealing with the child's sight, hearing, health, discipline, language, and play. A major portion of the document consists of specific activities and illustrations for teaching the following skills (sample subsections are in parentheses): body movement (walking, body awareness); eating (using utensils, setting the table); dressing (selecting clothes, tying shoes); toilet training (flushing the toilet, washing hands); personal hygiene (brushing teeth, washing hair); and play (playing Simon Says, following an obstacle course). Basic signs are introduced with each activity, and the final section of the document contains illustrations of the manual alphabet and more than 120 signs. (LS)

ABSTRACT 1824

EC 08 1824 ED N. A.
Publ. Date Feb 76 10p.
Thomas, M. Angele.
We Turned the Corner and Started Doing More: Implementing Programs for the Severely and Profoundly Handicapped. Conversations with Jean Garvin and Richard Sherr.
Education and Training of the Mentally Retarded; V11 N1 P83-92 Feb 1976

Descriptors: Severely Handicapped;* Interviews;* Delivery Systems;* Special Education;* State Programs;* Exceptional Child Education; Educational Innovation;

Identifiers: Vermont; Pennsylvania;

In an interview with J. Garvin, the State Director of Special Educational and Pupil Personnel Services in Vermont, and R. Sherr, Director of Special Education Services at the Lancaster-Lebanon Intermediate Unit in Pennsylvania, the development, scope, and problems of special education services for the severely and profoundly handicapped are discussed. Innovative Vermont programs are cited as well as Pennsylvania interagency coordination efforts for the severely handicapped. (CL)

ABSTRACT 1815

EC 08 1815 ED N. A.
Publ. Date Feb 76 6p.
Meyen, Edward L.
Altman, Reuben.
Public School Programming for the Severely/ Profoundly Handicapped: Some Researchable Problems.
Education and Training of the Mentally Retarded; V11 N1 P40-45 Feb 1976

Descriptors: Severely Handicapped;* Research Needs;* Curriculum Development;* Curriculum Design;* Exceptional Child Research; Elementary Secondary Education;

The need for curriculum-related research in the education of the severely/profoundly handicapped is emphasized. Information on curriculum model, design, content, teaching format, and evaluation procedures is provided for six curriculum-related projects directly or indirectly related to the severely/profoundly handicapped. Examined are research questions in the areas of curriculum development and implementation. (CL)

ABSTRACT 1809

EC 08 1809 ED N. A.
Publ. Date Feb 76 6p.
Safford, Philip L.
And Others.
A Stimulation Program for Young Sensory- Impaired, Multihandicapped Children.
Education and Training of the Mentally Retarded; V11 N1 P12-17 Feb 1976

Descriptors: Multiply Handicapped;* Program Descriptions;* Intervention;* Stimulation;* Exceptional Child Education; Infancy; Early Childhood; Case Studies;

Five case studies portray the effectiveness of an interdisciplinary parent-child intervention program for 18-to 36-month-old sensory impaired multiply handicapped children. The stimulation program is explained to consist of relaxation activities, sensory experiences, feeding instruction, and environmental exploration. (CL)

ABSTRACT 1745

EC 08 1745 ED N. A.
Publ. Date 75 204p.
Fredericks, H. D. Bud.
And Others.
A Data Based Classroom for the Moderately and Severely Handicapped.
Instructional Development Corporation, Box 361, Monmouth, OR 97361 ($9.50)

Descriptors: Exceptional Child Education; Mentally Handicapped; Trainable Mentally Handicapped; Custodial Mentally Handicapped; Severely Handicapped;* Program Descriptions;* Models;* Conceptual Schemes; Operant Conditioning; Behavior Change; Teacher Role; Curriculum;* Learning Theories; Task Analysis; Diagnostic Teaching;* Information Systems;

The text presents an overview of a diagnostic- prescriptive model for the education of moderately and severely handicapped children. In a chapter on learning theory, such basic behavior modification techniques as chaining and fading are summarized. The teacher is seen to function as a manager who supervises and trains aides and volunteers to work directly with the children, and methods of communicating data and objectives for individual children are portrayed. Described are the scope and sequence of the model's curriculum which features task analyzed objectives in the following major areas: self help skills, receptive language, expressive language, writing, reading, motor, and cognitive skills. Placement procedures to pinpoint appropriate curriculum objectives for each child are considered. It is explained that the model calls for a cue file (containing directions for instructing specific behaviors) and a consequence file (consisting of a list of reinforcing items or activities) which save teacher time and aid volunteers in specific teaching tasks. Assessment and record keeping procedures are detailed for skill acquisition, toilet training, stimulation programs, probes, and social behaviors. Five rules for the effective use of classroom volunteers are discussed, including the establishment of feedback systems on volunteer performance. Three parent involvement models are analyzed: parents reinforcing school learning, parents teaching skills not covered by the school, and parents working in the school to acquire the ability to teach their own child. Program evaluation data are reported for individual student gains and parent satisfaction. (CL)

ABSTRACT 1696

EC 08 1696 ED 119444
Publ. Date 75 139p.
Logan, Thomas E.
The Logan School Motor Development Program for the Deaf-Blind and Sensory Impaired.
South Bend Community School Corp., Indiana.
Council for the Retarded of St. Joseph County, Inc., South Bend, Indiana.
EDRS mf;hc
Information and Research Utilization Center, 1201 16th Street, NW, Washington, DC 20036 ($9.25 Xerox Copy)

Descriptors: Exceptional Child Education; Handicapped Children;* Mentally Handicapped;* Multiply Handicapped;* Deaf Blind; Physical Activities;* Motor Development;* Behavioral Objectives; Physical Education; Perceptual Development; Communication Skills; Teaching Methods;

Presented are numerous motor development activities for sensory impaired, severely and profoundly mentally retarded, and multiply handicapped mentally retarded students of all ages. Background information is provided on program objectives and administration, the multiply handicapped child, motor development, and methods of movement training. Activities for locomotion-mobility, manipulation, stability, and perceptual-cognitive skills are included in the categories of motor development, general movement, and early developmental training. Specific objectives are given along with unit introductions and individual activities. Sample activities include stair walking, jumping from a height, tumbling, and following an obstacle course. In a final chapter, communication is discussed in terms of listening activities, manual signs for movements and directions, and the factor of sound. (Author/LS)

ABSTRACT 1663

EC 08 1663 ED N. A.
Publ. Date 76 187p.
Newman, Judy.
Swimming for Children with Physical and Sensory Impairments: Methods and Techniques for Therapy and Recreation.
Charles C Thomas, 301 E. Lawrence Ave., Springfield, IL 62717 ($15.75)

Descriptors: Exceptional Child Education; Handicapped Children;* Physically Handicapped; Cerebral Palsy; Multiply Handicapped; Visually Handicapped; Aurally Handicapped; Swimming;* Teaching Methods;* Teaching Guides;*

Presented are guidelines for teaching swimming to children with physical and sensory impairments. A chapter on swim pattern.ng includes simple illustrations and directions for using the technique. Separate chapters deal with specific applications and other successful teaching methods for children with spina bifida, traumatic paraplegia, cerebral palsy, multiple birth defects, junior rheumatoid arthritis; and for the blind, deaf, and hydrocephalic child. Additional chapters discuss how to organize and conduct swim shows and meets and provides answers to questions frequently asked about swimming for the handicapped. Also included are a glossary of related terminology, and a sample evaluation form and lesson plan. (LS)

ABSTRACT 1586

EC 08 1586 ED N. A.
Publ. Date Mar 76 11p.
Frankel, Fred.
Simmons, James Q., III.
Self-Injurious Behavior in Schizophrenic and Retarded Children.
American Journal of Mental Deficiency; V80 N5 P512-522 Mar 1976

Descriptors: Mentally Handicapped;* Schizophrenia;* Research Reviews (Publications);* Operant Conditioning;* Exceptional Child Research; Handicapped Children; Severely Handicapped; Emotionally Disturbed; Behavior Problems; Intervention; Behavior Change;

Identifiers: Self Mutilation;*

Reviewed are epidemiological studies dealing with humans and primates and research concerned with the treatment of self injurious behavior in retarded and schizophrenic children. Analyzed are possible operant and respondent paradigms instrumental in the acquisition and maintenance of several different topographies of self injurious behavior. Immediate outcomes and results of subsequent followup are presented as a function of type of intervention, the nature of positive reinforcement utilized, and the topography of the self injurious response involved. (Author/CL)

ABSTRACT 1576

EC 08 1576 ED N. A.
Publ. Date 75 1008p.
Anderson, Daniel R.
And Others.
Instructional Programming for the Handicapped Student.
Charles C Thomas, 301 E. Lawrence Ave., Springfield, IL 62717 ($28.95 Hard Copy, $19.75 Paperback)

Descriptors: Exceptional Child Education; Handicapped Children;* Severely Handicapped;* Special Education;* Teacher Education;* Program Design;* Teaching Methods; Textbooks; Behavior Change;* Operant Conditioning; Skill Development;* Bibliographies; Teaching Guides; Mathematics; Daily Living Skills; Concept Formation;

Intended for student teachers in special education, the textbook outlines training procedures for developing instructional programs for handicapped children. In Part I on instructional programing, an overview, list of objectives to be learned, and a summary are provided for each of the following areas: the behavioral model, techniques for recording behavior, techniques for graphing behavior, selecting consequences, techniques for decelerating undesirable behaviors, and implementing instructional programs. Part II of the text contains an anthology of instructional programs appropriate for use with the handicapped student. It is noted that most of the programs were developed with severely handicapped students in residential and specialized training centers, and therefore emphasize the teaching of relatively basic skills. Provided are instructional materials (such as practice sheets and cue cards) and objectives and procedural steps for teaching each skill under the following skill categories (specific sample skills are in parentheses): appearance skills (combing hair and correct posture); arithmetic skills (holding a pencil and addition with carrying); attending skills (sitting appropriately and attending to a task); cleanliness skills (brushing teeth and washing hands); concept skills (big--little, and right--left); domestic and vocational skills (following supervisor's instructions and setting tables); dressing skills (closing snaps and zipping pants); eating skills (chewing solid food and drinking from a

glass); miscellaneous skills (following complex instructions and improving punctuality); motor skills (catching a ball and using crutches); sight vocabulary skills (recognizing word cards in individual and group situations); socialization skills (increasing peer interaction and making friends); speech and language skills (motor and vocal imitation and increasing verbal output); toileting skills (toilet scheduling and using the toilet); and writing skills (saying the alphabet and printing simple sentences). Part III contains an annotated bibliography of 313 references to instructional programs commercially available, journal articles, textbooks, and other sources which discuss techniques useful for modifying a variety of student behaviors. Bibliographic data are listed alphabetically by author under categorical divisions which include labeling, mainstreaming, recreation, token economies, and students as teachers. (SB)

ABSTRACT 1473

EC 08 1473 ED 117 931
Publ. Date 41p.
Executive Summary of the Comprehensive Needs Study of Individuals with the Most Severe Handicaps.
Urban Institute, Washington, D. C.
Social and Rehabilitation Service (DHEW), Washington, D. C. Office of Human Development. Unit Of Rehabilitation Services Administration.
EDRS mf;hc

Descriptors: Severely Handicapped*; Vocational Rehabilitation*; Needs Assessment*; Federal Legislation*; Exceptional Child Research; Exceptional Child Services; Definitions; Incidence; Demography; Architectural Barriers; Transportation; Employment; Sheltered Workshops; Rehabilitation Programs; Financial Policy;

The summary of the comprehensive needs study of individuals with the most severe handicaps presents major findings regarding definitions, incidence, needs, and current services for the severely handicapped. It is explained that information was gathered through data file analysis, client surveys, a review of the literature, and constituency impact assessments. Among findings reviewed are that the total US population with most severe handicaps is 10,067,000; that age plays a crucial role in the impact of a disabling condition; that minimal efforts have been made by local governments to eliminate barriers in public housing and facilities; that transportation needs were second only to vocational placement in perceived need; that low employment rates are related to such factors as capital disincentives and employer discrimination; and that development of a weighted case closure system, reduction of caseload size and an intensive training program were felt to facilitate serving the severely handicapped. Among program and finance options suggested are consumer-run self help organizations and a special revenue sharing plan. A final section analyzes key policy interpretations and the implications for such services as transportation, employment, health coverage, income maintenance, and consumer involvement. (For the entire study report, see EC 08 1472.) (CL)

ABSTRACT 1472

EC 08 1472 ED 117 930
Publ. Date Jun 75 854p.
Report of the Comprehensive Service Needs Study.
Urban Institute, Washington, D. C.
Social and Rehabilitation Service (DHEW), Washington, D. C. Office of Human Development. Unit Of Rehabilitation Services Administration.
EDRS mf;hc

Descriptors: Severely Handicapped*; Vocational Rehabilitation*; Needs Assessment*; Federal Legislation*; Exceptional Child Research; Exceptional Child Services; Definitions; Incidence; Demography; Architectural Barriers; Transportation; Employment; Sheltered Workshops; Rehabilitation Programs; Financial Policy;

Presented is the report of the comprehensive service needs study for the severely handicapped as authorized by Section 130 of the Rehabilitation Act of 1973. Chapters focus on the following aspects of the study: definitions; the vocational rehabilitation (VR) system; estimates of the severely disabled population not in institutions; the most severely handicapped in institutions; VR and the severely disabled; analysis of individuals rejected by VR; analysis of individuals most severely handicapped who received services at comprehensive medical rehabilitation centers; analysis of dependency; architectural barriers; geographic mobility of the handicapped; transportation; employment and labor force participation; social interaction; communication barriers; the mentally ill; the mentally retarded; the blind and visually impaired; the deaf; spinal cord injury, autism, and Hansen's disease; survey of providers of rehabilitation; rehabilitation facilities and workshops; technology; a benefit/cost analysis of service to severely handicapped accepted for service by VR; other programs assisting the handicapped; disincentives in income transfers; programmatic options for providing services; financial options; summary of major findings; research and demonstrations; and policy interpretations. (For the executive summary of the report, see EC 08 1473.) (CL)

ABSTRACT 1433

EC 08 1433 ED N. A.
Publ. Date Mar 76 6p
Wolpert, Phona.
And Others.
Summer Day Camp for Multihandicapped Children.
Physical Therapy; V56 N3 P299-304 Mar 76

Descriptors: Exceptional Child Education; Multiply Handicapped*; Preschool Education; Camping*; Recreation; Summer Programs*; Program Descriptions;

A 6-week enriched sensorimotor, communication, and recreational summer day camp for twenty multihandicapped preschool children is described. The program, planned and supervised by therapists and mental retardation counselors, is said to have provided training for students who worked as camp counselors responsible for assessing, establishing goals, designing appropriate programs, attending one child throughout the day, and relating to the family. It is explained that the camp provided a trial for use of the Functional Skills Profile, an assessment battery designed by physical and occupational therapists to measure performance changes in low functioning, developmentally handicapped persons in order to determine the value of therapy programs. The camp is evaluated in terms of improvement in the children, the effectiveness of the student training, and parent satisfaction. (Author/CL)

ABSTRACT 1369

EC 08 1369 ED 117 916
Publ. Date 75 183p.
Horan, Edmund M.
And Others.
The Establishment of a Center for Multiple- Handicapped Children.
New York City Board of Education, Brooklyn, N. Y. Office of Special Education and Pupil Personnel Services.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS mf;hc

Descriptors: Multiply Handicapped*; Program Descriptions*; Program Development*; Teaching Methods*; Staff Role*; Exceptional Child Education; Elementary Secondary Education; Program Planning; Program Evaluation; Educational Programs; Curriculum; Occupational Therapy; Physical Therapy; Speech Therapy; Social Work; Music; Puppetry;

Described is the establishment in New York City of a center for multiply handicapped children. In addition to a project summary, provided are 25 selections written by various staff members which focus on such topics as the role of the special education coordinator; selection, intake screening, and evaluation; the medical program; the role of the paraprofessional; experiences of a student teacher; taxonomic instruction; review of reading materials; adaptation of a social learning curriculum; speech and language programs; a class tribute to Dr. Martin Luther King Jr.; music activities; puppetry; the roles of social workers, guidance counselors, physical therapists, and occupational therapists. (CL)

ABSTRACT 1291

EC 08 1291 ED N. A.
Publ. Date Spr 76 3p.
Ficociello, Carmella.
Vision Stimulation for Low Functioning Deaf- Blind Rubella Children.
Teaching Exceptional Children; V8 N3 P128-130 Spr 1976

Descriptors: Rubella*; Deaf Blind*; Visual Stimuli*; Program Descriptions*; Student Evaluation*; Exceptional Child

Education; Severely Handicapped; Partially Sighted; Educational Trends; Etiology;

Identifiers: Visual Stimulation*;

A modified vision stimulation program for low functioning deaf-blind rubella children is discussed, and observations for assessing child's responses are outlined. Topics covered include educational trends regarding low vision children, etiology of eye defects of deaf-blind rubella children, and present vision stimulation programs. (SB)

ABSTRACT 1259

EC 08 1259 ED N. A.
Publ. Date Nov 75 12p.
Nielsen, Lilli.
Practical Experiences with Play-Therapy for Severely Retarded Blind Children.
Research Exchange and Practice in Mental Retardation; V1 N3 P128-139 Nov 75

Descriptors: Exceptional Child Education; Severely Handicapped; Multiply Handicapped*; Visually Handicapped; Blind; Mentally Handicapped; Custodial Mentally Handicapped; Play Therapy*; Teaching Methods*; Case Studies; Games*; Child Development;

The author describes her experiences in using play therapy techniques with severely retarded blind children. Two case histories are provided to illustrate the success of verbal and physical contact and game-like activities. Emphasized is the need for early intervention. Examples are given of home activities and materials which provide learning opportunities for the blind retarded child. (CL)

ABSTRACT 1228

EC 08 1228 ED N. A.
Publ. Date Fall 74 14p.
Scheuerman, Nancy.
And Others.
Teaching Young Severely Handicapped Students to Follow Verbal Directions.
Journal of Special Education; V8 N3 P223-236 Fall 1974

Descriptors: Severely Handicapped*; Behavior*; Exceptional Child Research; Elementary Education; Daily Living Skills; Task Analysis; Serial Learning; Sequential Learning; Teaching Methods;

Identifiers: Direction Following*;

Detailed are procedures used to teach 12 severely handicapped students (5-10 years old) to follow rudimentary verbal directions. It is explained that training proceeded in three levels: following one-component local directions (e.g., "stand up"); one- component distant directions (e.g., "go to door"); and two-component local serial directions (e.g., "stand up, then raise hands"). Task analyses, teaching procedures, and evaluation methods are reviewed. Results are said to indicate that all 12 Ss were taught to follow at least one-component local and distant directions, although no direct measures of skill generalization were performed. (CL)

ABSTRACT 1149

EC 08 1149 ED N. A.
Publ. Date Dec 75 4p.
Lloyd, Carol.
Resources for the Educator of Severely or Multiply Handicapped.
Education and Training of the Mentally Retarded; V10 N4 P303-306 Dec 1975

Descriptors: Severely Handicapped*; Research Reviews (Publications)*; Resource Guides*; Exceptional Child Research; Exceptional Child Education; Curriculum; Teaching Methods; Parent Education; Instructional Materials;

Reviewed are 22 references and resources for the educator of the severely or multiply handicapped. Listed are documents on curriculum, language instruction, teaching methods, parent guides, materials and technology, and reference material. (CL)

ABSTRACT 1123

EC 08 1123 ED 117888
Publ. Date 75 78p.
Somerton, M. Ellen
Turner, Keith D.
Pennsylvania Training Model: Individual Assessment Guide.
The Council for Exceptional Children, Reston, Va.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($3.25, Pub. No. 124)
A Resource Series on the Severely and Multiply Handicapped: Very Special Children

Descriptors: Severely Handicapped*; Curriculum Development*; Student Evaluation*; Diagnostic Teaching*; Task Analysis*; Exceptional Child Education; Educational Diagnosis; Teaching Methods; Screening Tests;

Identifiers: Informal Assessment;

Described is the Pennsylvania Training Model Individual Assessment Guide, designed to assist teachers in the development of specific programs for the severely and profoundly mentally retarded, and multihandicapped. A section is provided for each of the system's four major components: the curriculum assessment guide for gross screening in the areas of sensory and motor development, activities of daily living, communication, perceptual cognitive skills, and social and emotional development; competency checklists of more specific behaviors within each subject area; an individual prescriptive planning sheet in which antecedents, behavior, consequences, and criteria are task analyzed; and continuous data charts on which data on child progress are recorded. Also provided in the document is a flow chart of the system, an annotated bibliography of approximately 50 references, and a brief summary of the first year of the Pennsylvania Training Model. (CL)

ABSTRACT 1122

EC 08 1122 ED 117887
Publ. Date 75 22p.
Haring, Norris G.
Special Education for the Severely Handicapped: The State of the Art in 1975.
The Council for Exceptional Children, Reston, Va.
The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($1.95, Pub. No. 125)
A Resources Series on the Severely and Multiply Handicapped: Very Special Children.

Descriptors: Severely Handicapped*; Teacher Qualifications*; Task Analysis*; Operant Conditioning*; Teaching Methods*; Exceptional Child Education; Educational Needs;

Focused on in the "state of the art" paper are the skills and competencies needed by teachers working with severely handicapped children. Analyzed are the applications of behavior principles, systematic program building (task analysis), and instructional procedures to the acquisition of such basic skills as self feeding and walking. Noted is the importance of practicum experience in developing such additional teaching competencies as continuous evaluation, preparation of instructional materials, arranging reinforcement contingencies, and providing for parent involvement. (CL)

ABSTRACT 1049

EC 08 1049 ED 117872
Publ. Date 73 21p.
McAlonie, Mary Lynne.
Wolf, Judith M.
A Prelanguage Program for Five Severely Retarded Children.
EDRS mf;hc

Descriptors: Multiply Handicapped*; Perceptual Motor Coordination*; Sensory Training*; Concept Formation*; Language Development*; Exceptional Child Research; Emotionally Disturbed; Mentally Handicapped; Custodial Mentally Handicapped; Imitation;

Five severely retarded emotionally disturbed children (2-7 years old) were exposed to a prelanguage sensorimotor program for 20 weeks. The program emphasized the use of exploratory behavior and gesture imitation. Results suggested that object permanence could be encouraged using these activities but that the approach used in training imitative behavior may have been inappropriate. (Author)

ABSTRACT 959

EC 08 0959 ED 116436
Publ. Date Dec 75 13p.
Christensen, Nancy A.
And Others.
A Selected Bibliography for Vocational Training and Placement of the Severely Handicapped. Project VOTAP.
American Institutes for Research in the Behavioral Sciences, Palo Alto, California.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc

Descriptors: Severely Handicapped*; Bibliographies*; Vocational Education*; Prevocational Education*; Research Reviews (Publications)*; Exceptional Child Services; Employment; Vocational Adjustment; Job Skills; Job Placement;

Presented is a bibliography of approximately 250 documents (1965-1975) related to vocational training and placement for severely handicapped people. The material is said to be drawn from a computerized search of *Resources in Education, Current Index to Journals in Education, Exceptional Child Education Abstracts, American Psychological Association Abstracts,* and *Abstracts of Instructional and Research Materials.* An annotated section comprises journal articles, final project reports, and monographs presented alphabetically by author's name within the following categories: features of rehabilitation; employment opportunities, progress and recommendations; sheltered workshops; job and skills training; and vocational training and placement programs. Fifteen reviewed books are also annotated and arranged alphabetically by author's name. Listings usually include author, title, source, pagination, date, and availability information (if the document is from the Educational Resources Information Center). (CL)

ABSTRACT 862

EC 08 0862 ED N. A.
Publ. Date 75 33p.
Kells, Frank, Ed.
Directory of Specialized Resources for Blind, Deaf, and Deaf-Blind Persons in Arizona.
Arizona Economy Security Department, Rehabilitation Services Bureau, SRBVI, 1640 Grand Ave., Phoenix, AZ 85007

Descriptors: Exceptional Child Services; Visually Handicapped*; Aurally Handicapped*; Multiply Handicapped; Deaf Blind*; Directories*; State Programs*; State Agencies; Resource Guides; Referral;

Identifiers: Arizona;

Intended as a quick-reference handbook, the directory provides alphabetized and service-indexed information on 101-state (Arizona) and 31 national/regional resources for blind, deaf, and deaf blind persons; listings by area of approximately 30 state information and referral sources; and information on four related directories. (CL)

ABSTRACT 789

EC 08 0789 ED N. A.
Publ. Date 74 5p.
Dominguez, Jerry.
Program Outreach: Services for Deaf-Blind Children in Rural Areas.
North Carolina State Department of Public Instruction, 447 Education Building, Raleigh, NC 27611.
In Hank Baud and Jeff Garrett, Eds., *Innovative and Experimental Happenings in Deaf-Blind Education.*

Descriptors: Exceptional Child Education; Severely Handicapped; Multiply Handicapped; Deaf Blind*; Program Descriptions*; Delivery Systems; Rural Areas*; Parent Role*; Parent Education; Home Instruction*;

An outreach program for 54 deaf blind children in rural areas of New Mexico utilizes the services of a visiting therapist who gathers information, assesses the child's developmental level, and uses team consultation to prescribe and demonstrate activities to the parents. Difficulties encountered by the program include the widespread geographical distribution, language and cultural differences, and high costs. (For the entire collection of papers, see EC 08 0778.) (CL)

ABSTRACT 788

EC 08 0788 ED N. A.
Publ. Date 74 5p.
Best, Katherine I.
Parent Workshops.
North Carolina State Department of Public Instruction, 447 Education Building, Raleigh, NC 27611.
In Hank Baud and Jeff Garrett, Eds., *Innovative and Experimental Happenings in Deaf-Blind Education.*

Descriptors: Exceptional Child Education; Severely Handicapped; Multiply Handicapped; Deaf Blind*; Parent Education*; Parent School Relationship*; Workshops*; Parents; Institutes (Training Programs); Success Factors;

The author stresses the need for educators to work with parents of deaf blind children, and offers suggestions for successful parent workshops, including selecting a nonteaching person known to the parents to head the workshop planning committee, giving the parents something concrete to take home from the workshop, and planning different types of program formats. Also stressed is the need to provide parents with opportunities to demonstrate their competence. (For the entire collection of papers, see EC 08 0778.) (CL)

ABSTRACT 787

EC 08 0787 ED N. A.
Publ. Date 74 11p.
Harper, Phyllis M.
Parent Involvement in Deaf-Blind Programs.
North Carolina State Department of Public Instruction, 447 Education Building, Raleigh, NC 27611.
In Hank Baud and Jeff Garrett, Eds., *Innovative and Experimental Happenings in Deaf-Blind Education.*

Descriptors: Exceptional Child Education; Severely Handicapped; Multiply Handicapped; Deaf Blind*; Parent Role*; Parent School Relationship*; Parent Education; Surveys;

Discussed is the role of parents in the education of deaf blind children and cited are problems, solutions, and beneficial program aspects of 31 surveyed agencies for the deaf blind. Described are such program solutions to lack of parent communication as weekend training sessions and parent newsletters. Among additional suggestions to increase parent involvement are home visits, parent observation of the class in action, and inclusion of parents in special inservice training. (For the entire collection of papers, see EC 08 0778.) (CL)

ABSTRACT 786

EC 08 0786 ED N. A.
Publ. Date 74 5p.
Alexander, Virginia.
Curriculum Development for the Deaf-Blind Child Age 6-12.
North Carolina State Department of Public Instruction, 447 Education Building, Raleigh, NC 27611.
In Hank Baud and Jeff Garrett, Eds., *Innovative and Experimental Happenings in Deaf-Blind Education.*

Descriptors: Exceptional Child Education; Severely Handicapped; Multiply Handicapped; Deaf Blind*; Childhood; Curriculum Development*; Student Evaluation; Behavioral Objectives; Educational Needs*;

The author analyzes curriculum components for 6-to 12-year-old deaf blind children, including provisions for evaluation, routine and variety, reinforcement, and ongoing and periodic reevaluation. Seven steps, such as listing the child's present skills, and stating the needed skills, are identified in the process of curriculum development. (For the entire collection of papers, see EC 08 0778.) (CL)

ABSTRACT 785

EC 08 0785 ED N. A.
Publ. Date 74 16p.
Hart, Verna.
Curriculum Development for 0-6 Years.
North Carolina State Department of Public Instruction, 447 Education Building, Raleigh, NC 27611.
In Hank Baud and Jeff Garrett, Eds., *Innovative and Experimental Happenings in Deaf-Blind Education.*

Descriptors: Exceptional Child Education; Severely Handicapped; Multiply Handicapped; Deaf Blind*; Student Evaluation*; Infancy; Early Childhood; Curriculum Development*;

Identifiers: Informal Assessment;

Described are curriculum development principles for use with 0-to 6-year-old deaf blind children, and provided is a developmental checklist for gross motor, fine motor, perceptual, conceptual, emotional, communication, and self help skill development. (For the entire collection of papers, see EC 08 0778.) (CL)

ABSTRACT 784

EC 08 0784 ED N. A.
Publ. Date 74 7p.
Wise, Jim.
A Diagnostic and Evaluative Model for Deaf-Blind Children: A Research Project.
North Carolina State Department of Public Instruction, 447 Education Building, Raleigh, NC 27611.
In Hank Baud and Jeff Garrett, Eds.,

Innovative and Experimental Happenings in Deaf-Blind Education.

Descriptors: Exceptional Child Research; Severely Handicapped; Multiply Handicapped; Deaf Blind*; Evaluation Methods*; Models*; Conceptual Schemes; Educational Diagnosis; Clinical Diagnosis; Medical Evaluation; Questionnaires;

Described is the status of a research project to develop a diagnostic and evaluative model for use by deaf blind evaluation teams in the South Atlantic region. Project activities are said to include development and administration of questionnaires to specialists regarding medical, social, educational, and functional aspects of evaluation. It is explained that the model will contain minimum requirements for each professional specialty in addition to information on procedures, tests, and techniques of evaluation. (For the entire collection of papers, see EC 08 0778.) (CL)

ABSTRACT 781

EC 08 0781 ED N. A.
Publ. Date 74 7p.
English, Patricia.
Prevocational Services for Deaf-Blind Children and Youth.
North Carolina State Department of Public Instruction, 447 Education Building, Raleigh, NC 27611.
In Hank Baud and Jeff Garrett, Eds., *Innovative and Experimental Happenings in Deaf-Blind Education.*

Descriptors: Exceptional Child Education; Severely Handicapped; Multiply Handicapped; Deaf Blind*; Prevocational Education*; Educational Needs*; Program Descriptions; Childhood; Adolescents;

Identifiers: Needs Assessment;

Discussed are the service overlap and program needs identified by a 1973 survey of prevocational education for deaf blind children, and described is the pilot prevocational program serving five 11-to-16-year-old children at the Callier Center for Communication Disorders in Dallas. It is explained that the Callier program incorporates individualized instruction in such essential areas as preacademic visual motor skills, communication skills, and physical exercise. (For the entire collection of papers, see EC 08 0778.) (CL)

ABSTRACT 779

EC 08 0779 ED N. A.
Publ. Date 74 18p.
Lange, Ernest K.
Adapted Physical Education for Deaf-Blind Children.
North Carolina State Department of Public Instruction, 447 Education Building, Raleigh, NC 27611.
In Hank Baud and Jeff Garrett, Eds., *Innovative and Experimental Happenings in Deaf-Blind Education.*

Descriptors: Exceptional Child Services; Severely Handicapped; Multiply Handicapped; Deaf Blind*; Adapted Physical Education*; Teaching Methods; Athletics; Recreation;

Reviewed are basic considerations involved in adapted physical education for deaf blind children. Techniques such as maintaining contact with the child and exposing him to a wide variety of activities are discussed, and general program goals of improving health, strength, social awareness, and self confidence are considered. (For the entire collection of papers, see EC 08 0778.) (CL)

ABSTRACT 778

EC 08 0778 ED 116397
Publ. Date Spr 74 120p.
Baud, Hank, Ed.
Garrett, Jeff, Ed.
Innovative and Experimental Happenings in Deaf- Blind Education.
North Carolina State Dept. of Public Instruction, Raleigh. Division for Exceptional Children.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc

Descriptors: Deaf Blind*; Conference Reports*; Curriculum*; Parent Role*; Innovation*; Exceptional Child Education; Severely Handicapped; Multiply Handicapped; Adapted Physical Education; Summer Programs; Vocational Counseling; Prevocational Education; Program Evaluation; Teaching Methods;

Presented are 14 papers delivered at the First Annual Spring Workshop for Professionals Serving Deaf Blind Children in the Mid-Atlantic Region (1974). Covered are the following topics regarding deaf blind children: adapted physical education, a summer day camp program, vocational and prevocational services, audiological and visual evaluations, a research project on diagnostic and evaluative programing, curriculum development from birth to 12 years, parent involvement, parent workshops, services in rural areas, and program evaluation procedures. (For individual papers, see EC 08 0779-08 0789.) (CL)

ABSTRACT 766

EC 08 0766 ED N. A.
Publ. Date 75 91p.
Williams, Weston.
And Others.
Teaching Social Interaction Skills to Severely Handicapped Students.
Madison Public Schools, Specialized Education Services, Madison, Wisconsin. (Badger School, 501 East Badger Rd., Madison, WI 53713)
In Lou Brown, *Madison's Alternative for Zero Exclusion: A Book of Readings.* Vol. 5.

Descriptors: Exceptional Child Education; Severely Handicapped*; Teaching Methods*; Evaluation Methods*; Interpersonal Competence*; Social Adjustment; Play; Social Development*;

The authors describe a system for predicting, classifying, and teaching social interactions to severely handicapped students based on classroom experiences involving 11 13-to 18-year-old severely handicapped (IQ 38-52) students. The paper includes sections on the following topics: review of the literature; defining and measuring social interaction skills (including developmental and normative analyses); techniques for teaching isolative and cooperative social play skills (including a summary of component skills, a list of sample activities, a sample task analysis, and sample measurement and instructional methods); and program limitations and recommendations for future efforts. Among six appendixes are a diagram of classroom design and a sample data sheet for baseline assessment. Also provided is a bibliography of approximately 60 references on play and social interactions. (For the entire collection of readings, see EC 08 0756.) (CL)

ABSTRACT 765

EC 08 0765 ED N. A.
Publ. Date 75 86p.
Entrikin, Diane.
And Others.
Teaching Trainable Level Multiply Handicapped Students to Use Picture Cues, Context Cues, and Initial Consonant Sounds to Determine the Labels of Unknown Words.
Madison Public Schools, Specialized Education Services, Madison, Wisconsin. (Badger School, 501 East Badger Rd., Madison, WI 53713)
In Lou Brown, *Madison's Alternative to Zero Exclusion: A Book of Readings.* Vol. 5.

Descriptors: Exceptional Child Research; Severely Handicapped; Multiply Handicapped*; Mentally Handicapped; Trainable Mentally Handicapped; Physically Handicapped; Childhood; Basic Reading*; Task Analysis; Teaching Methods*; Reading Skills; Sight Vocabulary; Program Effectiveness;

Described is a program designed to teach basic reading skills to three multiply handicapped trainable mentally retarded students (8-11 years old). It is explained that the approach emphasized acquisition of some sight words and word analysis skills (picture cues, context cues, and initial consonant sounds). A detailed task analysis is provided along with information on specific instructional materials and strategies (including measurement design, baseline procedures, and teaching techniques). Data on each S's performance for individual trials are included to demonstrate the successful accomplishment of program objectives, including labeling selected object pictures and describing selected action pictures, choosing words which logically ended sentences, and using context, picture, and initial consonant cues to label unknown words in sentences. (For the entire collection of readings, see EC 08 0756.) (CL)

ABSTRACT 764

EC 08 0764 ED N. A.
Publ. Date 75 146p.
Williams, Weston.
And Others.
Skill Sequences and Curriculum Development: Application of a Rudimentary Developmental Math Skill Se-

quence in the Instruction and Evaluation of Severely Handicapped Students.
Madison Public Schools, Specialized Education Services, Madison, Wisconsin. (Badger School, 501 East Badger Rd., Madison, WI 53713)
In Lou Brown, *Madison's Alternative for Zero Exclusion: A Book of Readings*. Vol. 5

Descriptors: Exceptional Child Education; Severely Handicapped*; Mathematics*; Sequential Learning*; Number Concepts*; Teaching Methods; Evaluation Methods*; Games; Behavioral Objectives; Class Activities;

Delineated are the components of a functional math skill sequence for severely handicapped students. Reviewed are strategies for adapting the skill sequence to individual students through adapting instructional procedures, tasks and materials, and response requirements. Evaluation procedures and skill mastery criteria which may be employed in conjunction with the sequence are articulated. It is emphasized that skills should be taught through tasks which facilitate the acquisition, functional use, maintenance, and performance of skills across environmental configurations. Sample tasks, games, behavioral prerequisites, and behavioral objectives are listed for the following concepts: sets, one-many, one-to-one correspondence, equivalence, more and less, counting forward, addition, and story problems. Analyzed in a final section are basic procedures for initial assessment and skill mastery evaluation. Included among eight appendixes are sample daily data grids and baseline data sheets. (For the entire collection of readings, see EC 08 0756.) (Author/CL)

ABSTRACT 763

EC 08 0763 ED N. A.
Publ. Date 75 24p.
Williams, Weston.
And Others.
Skill Sequences and Programming for the Severely Handicapped; Use of a Math Skill Sequence in the Instruction and Evaluation of Severely Handicapped Students.
Madison Public Schools, Specialized Education Services, Madison, Wisconsin. (Badger School, 501 East Badger Rd., Madison, WI 53713)
In Lou Brown, *Madison's Alternative for Zero Exclusion: A Book of Readings*. Vol. 5

Descriptors: Exceptional Child Education; Severely Handicapped*; Skill Development*; Teaching Methods*; Mathematics*; Evaluation Methods; Number Concepts*; Models; Conceptual Schemes; Sequential Learning*;

Described is the use of skill sequences to provide an organized set of learning objectives on which to base instruction, reviewed are means of adapting skill sequences to individual tasks, and presented are illustrations of the application of math skills sequences (including the concepts of sets and one-many) for students with few or no functional skills and for higher functioning students (including equivalence and rational counting skills). Detailed in a final section is the development of an evaluation model from a skill sequence. (For the entire collection of readings, see EC 08 0756.) (CL)

ABSTRACT 762

EC 08 0762 ED N. A.
Publ. Date 75 27p.
Williams, Weston.
A Comparison of Two Procedures for Teaching Severely Handicapped Students to Differentially Respond to Individual Components of Language Cues.

Madison Public Schools, Specialized Education Services, Madison, Wisconsin. (Badger School, 501 East Badger Rd., Madison, WI 53713)
In Lou Brown, *Madison's Alternative for Zero Exclusion: A Book of Readings*. Vol. 5

Descriptors: Exceptional Child Research; Severely Handicapped*; Adolescents; Teaching Methods*; Language Instruction*; Receptive Language; Program Effectiveness; Verbal Learning;

Compared was the relative efficiency of varied (concurrent) and repeated (successive) language cues in teaching noun tasks (more-tasks) and differential responding to four different verb components (i.e., "point to more," "take more," and "give me more") to 10 severely handicapped 12-to 17-year-old students. On the basis of Ss' performance, matched pairs were formed, one of whom was assigned to a successive-concurrent group and the other to a concurrent group. Among results were that both approaches were effective in teaching the language responses, and that successive - concurrent group Ss learned to differentially respond to concurrently but not to successively presented cues. Data suggested that instructional programs should include procedures similar to concurrent techniques which insure that students are required to learn and to differentially respond to the individual components of verbal language cues. (For the entire collection of readings, see EC 08 0756.) (Author/CL)

ABSTRACT 760

EC 08 0760 ED N. A.
Publ. Date 75 91p.
Certo, Nick.
And Others.
Community Transportation: Teaching Severely Handicapped Students to Ride a Public Bus System.
Madison Public Schools, Specialized Education Services, Madison, Wisconsin, (Badger School, 501 East Badger Rd., Madison, WI 53713)
In Lou Brown, *Madison's Alternative for Zero Exclusion: A Book of Readings*. Vol. 5

Descriptors: Exceptional Child Research; Severely Handicapped*; Adolescents; Travel Training*; Bus Transportation*; Teaching Methods; Task Analysis; Community Resources;

Identifiers: Personal Independence;

Described is a program in which 10 severely handicapped 14- to 18-year-old students (mean IQ 50) were taught to use independently a public bus system in Madison, Wisconsin, to obtain food, clothing, recreation, and medical and dental assistance. It is explained that the program comprised two skill levels: choosing and riding buses to destinations supplied by teachers, and choosing and riding buses to destinations determined by students. All 10 Ss are reported to have performed at criterion on the first level skills, while only six Ss performed at criterion on second level skills. Included in the document are detailed task analyses and descriptions of the instructional materials and teaching procedures used. (For the entire collection of readings, see EC 08 0756.) (Author/CL)

ABSTRACT 759

EC 08 0759 ED N. A.
Publ. Date 75 36p.
DeSpain, Clarence.
And Others.
Evaluation of the Severely Retarded and Multiply Handicapped: An Alternative.
Madison Public Schools, Specialized Education Services, Madison, Wisconsin. (Badger School, 501 East Badger Rd., Madison, WI 53713)
In Lou Brown, *Madison's Alternative for Zero Exclusion: A Book of Readings*. Vol. 5.

Descriptors: Exceptional Child Education; Severely Handicapped*; Mentally Handicapped; Custodial Mentally Handicapped; Multiply Handicapped; Models*; Conceptual Schemes; Student Evaluation*; Identification; Classification*; Criterion Referenced Tests*; Evaluation Methods;

Described is a criterion referenced evaluation model designed to serve as an alternative to traditional testing of the severely retarded and multiply handicapped. In addition to a diagram of the overall model, flow charts and analyses are presented for the three phases of assessment (screening, diagnostic teaching, and program) and the three followup systems (intervention, change, and post graduate review). It is explained that the model incorporates such characteristics as goal orientation and relevance. Among three appendixes is a step-by-step outline of the evaluation procedure by the multidisciplinary team. (For the entire collection of readings, see EC 08 0756.) (CL)

ABSTRACT 758

EC 08 0758 ED N. A.
Publ. Date 75 39p.
Williams, Weston.
Procedures of Task Analysis as Related to Developing Instructional Programs for the Severely Handicapped.
Madison Public Schools, Specialized Education Services, Madison, Wisconsin. (Badger School, 501 East Badger Rd., Madison, WI 53713)
In Lou Brown, *Madison's Alternative for Zero Exclusion: A Book of Readings*. Vol. 5.

Descriptors: Exceptional Child Education; Severely Handicapped*; Research Reviews (Publications); Teaching Methods*; Task Analysis*; Behavioral Objectives*; Student Evaluations;

Analyzed are task analysis procedures for developing instructional programs for the severely handicapped, and provided are applications of the procedures to teaching such skills as labeling noun concepts, sitting, and packaging fish bait. Discussed are five steps in performing task analysis (including stating behavioral objectives and eliminating unnecessary component skills), four reasons to use the procedure (such as precisely delineating student functioning), and three factors involved in determining behavioral objectives (including specifying the overt skills and identifying the conditions under which the skill is to occur). Covered in a section on classroom application are such topics as long term skill sequences, readiness, and instruction techniques. Also provided is a listing of approximately 100 references on general information, cognitive and conceptual development, imitation, language, math, motor skills, problem solving, self care skills, sex education, and vocational development. (For the entire collection of readings, see EC 08 0756.) (CL)

ABSTRACT 757

EC 08 0757 ED N. A.
Publ. Date 75 7p.
Crowner, T. Timothy.
A Public School Program for Severely and Profoundly Handicapped Students: Zero Exclusion.
Madison Public Schools, Specialized Education Services, Madison, Wisconsin. (Badger School, 501 East Badger Rd., Madison, WI 53713)
In Lou Brown, *Madison's Alternative for Zero Exclusion: A Book of Readings*, Vol. 5.

Descriptors: Exceptional Child Education; Severely Handicapped*; Public Schools*; Educational Programs*; Child Advocacy; Cost Effectiveness*;

Identifiers: Zero Exclusion*; Wisconsin (Madison) Public Schools;

Discussed in an overview of a 3-year program for severely handicapped pupils in Madison, Wisconsin Public Schools are rationales, (including cost effectiveness), definition of the zero exclusion concept, and procedures (including advocacy and multidisciplinary service coordination). (For the entire collection of readings, see EC 08 0756). (CL)

ABSTRACT 756

EC 08 0756 ED 116385
Publ. Date Jun 75 100p.
Brown, Lou.
And Others
Madison's Alternative for Zero Exclusion: A Book of Readings. Volume V.
Madison Public Schools, Wisconsin.
University of Wisconsin, Madison.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc

Descriptors: Severely Handicapped*; Program Descriptions*; Public Schools*; Teaching Methods*; Models*; Exceptional Child Education; Elementary Secondary Education; Task Analysis; Evaluation; Bus Transportation; Language Instruction; Mathematics; Interpersonal Competence; Daily Living Skills;

Identifiers: Zero Exclusion;

Presented are 11 technical papers, position statements, and instructional programs on the severely handicapped. Included are the following titles: "A Public School Program for Severely and Profoundly Handicapped Students: Zero Exclusion," "Components of Instructional Programs for Severely Handicapped Students," "Procedures of Task Analysis as Related to Developing Instructional Programs for the Severely Handicapped," "Evaluation of the Severely Retarded and Multiply-Handicapped: An Alternative," "Community Transportation: Teaching Severely Handicapped Students to Ride a Public Bus System," "Teaching Orthopedically Handicapped Adolescents to Secure Selected Products and Services from Their Community Through Functional Use of the Yellow Pages and Telephone," "A Comparison of Two Procedures for Teaching Severely Handicapped Students to Differentially Respond to Individual Components of Language Cues," "Skill Sequences and Programming for the Severely Handicapped: Use of a Math Skill Sequence in the Instruction and Evaluation of Severely Handicapped Students," "Skill Sequences and Curriculum Development: Application of a Rudimentary Developmental Math Skill Sequence in the Instruction and Evaluation of Severely Handicapped Students," "Teaching Trainable Level Multiply Handicapped Students to Use Picture Cues, Context Cues, and Initial Consonant Sounds to Determine the Labels of Unknown Words," and "Teaching Social Interaction Skills to Severely Handicapped Students." (For individual papers, see EC 08 0757-08 0766.) (LS)

ABSTRACT 699

EC 08 0699 ED 116376
Publ. Date Aug 75 221p.
Educating the 24-Hour Retarded Child: National Training Meeting on Education of the Severely and Profoundly Mentally Retarded.
National Association for Retarded Citizens, Arlington, Texas.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Papers presented at a conference on education of severely and profoundly retarded students (New Orleans, Louisiana, March-April, 1975)

Descriptors: Custodial Mentally Handicapped*; Conference Reports*; Educational Program*; Curriculum*; Parent Role*; Exceptional Child Education; Severely Handicapped; Mentally Handicapped; Educational Trends; Delivery Systems; Financial Policy;

Presented are 18 author-contributed papers from a 1975 New Orleans conference on the education of severely and profoundly retarded students. The document includes papers on the following topics: educational programs (S. Bijou, J. Tawney, E. Sontag); the developmental approach to curriculum (N. Haring); architectural considerations (G. Gray); education in nonschool settings (C. Galloway, C. Colwell); issues in service delivery (E. Wilson); parent involvement and training (F. Bicknell, L. Watson); teacher education (F. Meyen, F. Connor); instructional program components (W. Williams); and financial factors (J. McGrew). (CL)

ABSTRACT 675

EC 08 0675 ED N. A.
Publ. Date Nov 75 6p.
Harley, Randall K.
And Others.
Programmed Instruction in Orientation and Mobility for Multiply Impaired Blind Children.
New Outlook for the Blind; V69 N9 P418-423 Nov 1975

Descriptors: Blind*; Multiply Handicapped*; Programed Instruction*; Visually Handicapped Mobility*; Rating Scales*; Exceptional Child Research; Visually Handicapped; Early Childhood; Childhood; Teacher Developed Material;

In a pilot study conducted to determine the feasibility of programed instruction in orientation and mobility with teachers of 9 multiply impaired blind children (4-11 years old), a scale was developed to identify skills needed for the development of a systematic program of instruction. Programmatic instruction was designed for each identified skill and field tested by five teachers of multiply impaired blind children during a 15-week period. Results showing significant gains in performance scores for a group of six multiply impaired blind children led to the conclusion that programed instruction in orientation and mobility was of value. A need for further research was indicated. (Author/SB)

ABSTRACT 653

EC 08 0653 ED N. A.
Publ. Date Oct 75 7p.
Klineman, Janet.
Hidden Abilities Discovered Among Multiply Handicapped Blind Children.
Education of the Visually Handicapped; V7 N3 P90-96 Oct 1975

Descriptors: Multiply Handicapped*; Blind*; Student Evaluation*; Case Studies*; Exceptional Child Education; Visually Handicapped; Individualized Instruction; Learning Difficulties; Behavior Problems; Diagnostic Tests;

Identifiers: Informal Assessment;

The effectiveness of an objective, systematic assessment and individualized programing approach for discovering new channels of learning is illustrated

with case study evaluations of multiply handicapped visually impaired children with complex learning and behavioral problems. Included is a list of assessment instruments which may be utilized or adapted for evaluating orientation and mobility, communication, early development achievement, and self care skills. (SB)

ABSTRACT 638

EC 08 0638 ED 115 058
Publ. Date 75 59p.
Bowman, Mary.
And Others.
Eating with a Spoon: How to Teach Your Multihandicapped Child. Revised Edition.
University of Oregon, Eugene. Center for Research And Demonstration in the Early Education of Handicapped Children. Northwest Regional Special Education Instructional Materials Center.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
Publication Sales Division, Ohio State University Press, 2070 Neil Ave., Columbus, OH 43210 ($3.00)

Descriptors: Multiply Handicapped*; Self Care Skills*; Eating Habits*; Evaluation Methods*; Teaching Methods*; Exceptional Child Education; Early Childhood Education; Psychomotor Skills; Skill Analysis; Equipment;

Identifiers: Developmental Disabilities;

Written for parents of young multihandicapped children who experience coordination difficulties or delayed development, the book explains how to teach independent eating habits, using a spoon or other utensil. Parts 1, 2, and 3 deal with such topics as foods to use when beginning; head control problems; how to evaluate initial skills and subsequent progress; mouth skills (including lip use, chewing, and swallowing); and spoon skills (including picking up and grasping the spoon, ways of adapting standard utensils, and special hints for teaching the blind). Parts 4 and 5 contain lists of additional references, firms that supply adaptive equipment, and sample progress charts. Thirty-five photographs which show parents teaching their children how to eat are used to illustrate major points. (LH)

ABSTRACT 587

EC 08 0587 ED 116364
Publ. Date 74 373p.
Norris, Arthur G., Ed.
Deafness: Contributed Papers and Reports of Research and Professional Activities in the Area of Deafness. Volume IV.
Professional Rehabilitation Workers With the Adult Deaf, Inc., Silver Spring, Md.
Social and Rehabilitation Service (DHEW), Washington, D. C. Office of Deafness and Communicative Disorders.
EDRS mf,hc

Descriptors: Deaf*; Research Projects*; Demonstration Projects*; Federal Programs*; Exceptional Child Research; Exceptional Child Education; Aurally Handicapped; Adults; Vocational Education; Research Reviews (Publications); Legislation; Multiply Handicapped; Mental Health; Instructional Media; Rehabilitation;

Presented are 20 author-contributed papers on the status of deaf persons, their needs, and innovative procedures developed to meet those needs, and reported are research and demonstration activities in the field of deafness. Among topics covered in the papers are: economic factors in deafness, training needs of rehabilitative personnel serving deaf persons, technical- vocational education, multiply handicapped deaf persons, mental health services, implications of recent court decisions and legislation, counseling, community services, adult services, telephonic assistance devices, and vocational evaluation. In the second half of the document, lists and descriptions are provided of research and projects (such as those of the Rehabilitation Services Administration), centers on deafness (such as the Deafness Research and Training Center in New York, the Office of Education (including professional training programs and captioned films services), the Health Services Administration's Maternal and Child Health Program, and programs under the National Institute of Education. Other programs reported include those of the National Institute of Neurological Diseases and Stroke, the National Center for Health Statistics, the Army Audiology and Speech Center, and the Deafness Research Foundation. (LS)

ABSTRACT 528

EC 08 0528 ED N. A.
Publ. Date Nov/Dec75 4p.
Knorr, Kenneth H.
Hammond, Norman C.
Data Processing: A Vocation for Severely Handicapped Persons.
Journal of Rehabilitation; V41 N6 P26-29 Nov/Dec75

Descriptors: Exceptional Child Education; Severely Handicapped*; Physically Handicapped; Electromechanical Aids*; Vocational Education*; Job Skills; Program Descriptions; Employment; Computers*;

Minor modifications and electronic devices have been used to help train and successfully place in computer programing jobs 12 severely physically disabled persons. (CL)

ABSTRACT 526

EC 08 0526 ED N. A.
Publ. Date Nov/Dec75 8p.
Mallik, Kalisankar.
Sablowsky, Ruth.
Model for Placement: Job Laboratory Approach.
Journal of Rehabilitation; V41 N6 P14-20,41 Nov/Dec 75

Descriptors: Exceptional Child Services; Severely Handicapped*; Physically Handicapped; Vocational Adjustment; Job Placement*; Employment*; Vocational Rehabilitation; Models; Conceptual Schemes; Evaluation Methods*; Electromechanical Aids; Adjustment (To Environment);

The Job Development Laboratory at George Washington University has used a job placement model to help place 56 severely physically disabled clients in competitive employment. Aspects of the program include analysis of job function, evaluation of physical and mental functioning, and implementation of bio- engineering aids for adapting the environment. (CL)

ABSTRACT 450

EC 08 0450 ED N. A.
Publ. Date 75 208p.
Viscardi, Henry, Jr.
The Phoenix Child: A Story of Love.
Paul S. Eriksson, Inc., 119 West 57th St., New York, NY 10019 ($7.95)

Descriptors: Exceptional Child Education; Physically Handicapped*; Severely Handicapped; Multiply Handicapped*; Disadvantaged Youth; Foster Children*; Case Studies; Interpersonal Relationship*; Educational Programs*; Rehabilitation Programs*; Program Development;

Identifiers: Personal Experiences; Human Resources School*; New York (Albertson);

Presented is the story of Darren, a Black, physically handicapped child; and the development of the Human Resources School (Albertson, New York), a private, nonprofit educational, research, and training complex for severely handicapped children. The author, himself handicapped from birth, relates how Darren is selected to live in a special residence near the school, how he came to live with a white Jewish foster family, and his beneficial relationship with the family's college-age daughter. Throughout the story, the reader is introduced to the school and is given illustrations of the program's positive effects on the children's academic and emotional growth. (SB)

ABSTRACT 441

EC 08 0441 ED N. A.
Publ. Date Nov/Dec75 5p.
Traub, Joseph E.
Leclair, Richard R.
The Rehabilitation Engineering Program.
American Rehabilitation; V1 N2 P3-7 Nov/Dec 75

Descriptors: Exceptional Child Services; Severely Handicapped*; Physically Handicapped; Aurally Handicapped; Visually Handicapped; Electromechanical Aids*; Interdisciplinary Approach*; Mobility Aids*; Prostheses; Equipment; Adjustment (To Environment)*; Rehabilitation;

Identifiers: Rehabilitation Engineering Program;

Described are the history, scope, and present activities of the Rehabilitation Engineering Program which combines the efforts of medicine, engineering, and related sciences to improve the vocational

and self care goals of the severely handicapped. The program's scope is said to include artificial limbs, orthopedic braces, and mobility aids for the orthopedically handicapped as well as communication aids for the blind and deaf. Examples are given of research products such as electronic warning devices for impending epileptic seizures, biofeedback systems for speech impaired individuals, and internal joint replacement for accident victims or arthritics. (CL)

ABSTRACT 420

EC 08 0420 ED 115 023
Publ. Date 75 62p.
Efron, Marvin.
DuBoff, Beth Reilly.
A Vision Guide for Teachers of Deaf-Blind Children.
North Carolina State Dept. of Public Instruction, Raleigh. Division for Exceptional Children.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc

Descriptors: Deaf Blind*; Vision*; Visual Perception*; Evaluation Methods*; Teaching Methods*; Exceptional Child Education; Multiply Handicapped; Early Childhood Education; Elementary Secondary Education; Guidelines; Instructional Materials; Definitions;

The guide for teachers of deaf blind children deals with visual functioning, evaluation, and instruction. An overview of the fundamentals of visual functioning in deaf blind children includes concepts basic to an understanding of the process. Assessment and evaluation of the child's visual functioning is discussed, and procedures for determining status and progress are presented. A final section of the monograph includes techniques and materials for development of the child's visual skills. Appendixes include a composite scale of visual development in normal children, a glossary of terms related to the eye and vision, and a teacher's guide for evaluating visual functioning. (Author/LS)

ABSTRACT 395

EC 08 0395 ED 115 017
Publ. Date Jun 75 206p.
Walker, Jeanette.
And Others.
Individualizing Services to Deaf-Blind and Other Multiply Handicapped Children: State-of-the-Art: 1975.
Texas Regional Resource Center, Austin.

Texas Education Agency, Austin. Dept. of Special Education.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Technical Report No. 1.

Descriptors: Severely Handicapped*; Individualized Instruction*; Educational Trends*; Educational Alternatives*; Exceptional Child Research; Multiply Handicapped; Deaf Blind; Questionnaires; Instructional Materials; Demography; Definitions; Student Evaluation; Curriculum Design; Delivery Systems; Program Planning; Parent Role;

Presented is a state of the art report on individualized programing for the severely multiply handicapped based on questionnaires completed by personnel from 96 programs and site visits to 27 schools. Chapters 1-3 provide a statement of the problem and description of the sample (including demographic data and definitions of deaf blind and multiply handicapped). Chapter 4 examines the goals and definitions of individualization for normal and multiply handicapped persons. Reviewed in Chapter 5 are procedures for evaluation, referral, and instructional goal setting. Data on such program factors as physical aspects, location of services, and staff resources are summarized in Chapter 6. Focused on in Chapter 7 are alternatives for curriculum, instruction, behavior management, and materials. The written plan as it contributes to individualization is dealt with in Chapter 8, and individualized programing for parents is considered in Chapter 9. Program responsibilities after the child leaves are reviewed in Chapter 10 including discussions of followup and program evaluation. Chapter 11 reviews the problems involved in the process and makes recommendations for improved individualization. Among eight appendixes are lists of communication, screening, self help, and cognitive assessment scales. (CL)

ABSTRACT 386

EC 08 0386 ED N. A.
Publ. Date Oct 75 13p.
Bellamy, G. Thomas.
And Others.
Habilitation of the Severely and Profoundly Retarded: Illustrations of Competence.
Education and Training of the Mentally Retarded; V10 N3 P174-186 Oct 1975

Descriptors: Custodial Mentally Handicapped*; Vocational Education*; Sheltered Workshops*; Exceptional Child Research; Mentally Handicapped; Severely Handicapped; Teaching Methods;

Reported are data regarding the work performance and production data of three institutionalized severely and profoundly retarded adults who were taught to perform small parts assembly work. Described are the training procedures (including positive reinforcement and immediate correction) used for assembling a 19-and 52-piece cam switch actuator. Findings are said to indicate that vocational habilitation is a feasible goal for the severely and profoundly retarded. (CL)

ABSTRACT 377

EC 08 0377 ED 115 015
Publ. Date Jul 75 175p.
Brannan, Steve A., Ed.
Our New Challenge: Recreation for the Deaf- Blind.
Portland State University, Oregon.
Northwest Regional Center for Deaf-Blind Children, Seattle, Washington.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc

Descriptors: Deaf Blind*; Conference Reports*; Recreation*; Leisure Time*; Exceptional Child Services; Multiply Handicapped; Play; Adapted Physical Education; Community Resources; Curriculum; Information Dissemination;

Presented are 20 papers delivered at the 1975 Northwest Regional Conference on Recreation for the Deaf-Blind. Included are papers on the following topics (with sample papers in parentheses): national trends; interdisciplinary considerations ("Movement and Physical Activity: the Foundation for the Most Important R" by J. Stein); community organization ("Serving Special Populations--Concerns in a Large Community Setting" by S. Tingley); curriculum ("Music and Rhythms for the Deaf- Blind" by W. Sheridan, and "Nature Dating and Transcendental Meditation for Multi-Handicapped Adults" by B. Questad and J. Tiefenthaler); and information resources ("The Learning Resources System as a Resource for Teachers of the Deaf-Blind" by W. Lance). Also provided are conference evaluation results and a list of conference participants. (CL)

ABSTRACT 348

EC 08 0348 ED N. A.
Publ. Date 75 97p.
Baumgartner, Bernice B.
Helping Every Trainable Mentally Retarded Child.
Teachers College Press, Columbia University; 1234 Amsterdam Ave., New York, NY. ($3.50)

Descriptors: Exceptional Child Education; Severely Handicapped*; Multiply Handicapped; Mentally Handicapped; Trainable Mentally Handicapped; Curriculum Guides*; Teaching Methods; Class Activities; Parent School Relationship; Parent Role*; Intervention; Communication Skills; Instructions Materials;

Identifiers: Parent Materials;

Designed for parents and teachers, the guide contains information on school programs for the multiply handicapped and trainable mentally retarded (IQ under 50) child. Activities which promote social communication (the core of the student's program) are described. Examples of achievement by infants, toddlers, preschool and school-aged children are cited to emphasize the author's contention that all children can learn. Parent teacher relationships and home environments are said to be crucial factors in a successful program. Assessment and intervention in such areas as social communication through movement, self concept, and motor and perceptual development are considered. Suggested are materials for class activities, including art, music, and woodworking. Sample preschool, primary, and intermediate schedules are given along with examples

of progress reports and end of year conference summaries. A final section contains a checklist for evaluating the quality of school programs. (CL)

ABSTRACT 254

EC 08 0254 ED 113 900
Publ. Date May 74 466p.
Nesbitt, John A., Ed.
Howard, Gordon K., Ed.
Program Development in Recreation Service for the Deaf-Blind.
University of Iowa, Iowa City.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Recreation Education Program, College of Liberal Arts, University of Iowa, Iowa City, IA 52242

Descriptors: Multiply Handicapped*; Conference Reports*; Recreation*; Program Descriptions*; Physical Activities*; Exceptional Child Education; Exceptional Child Services; Deaf Blind; Motor Development; Student Evaluation; Child Advocacy; Administration; Resource Guides;

Presented are papers and proceedings of the National Institute on Program Development and Training in Recreation for Deaf-Blind Children, Youth and Adults (Iowa, 1974). Chapters 1-3 summarize institute participants' views on topics such as normalization, needs, and advocacy for the deaf-blind (DB); report a consumer's, a parent's, a rehabilitation worker's, and a recreation worker's perspectives on recreation for the DB; and include overviews and a national survey of recreation services for the DB. Chapter 4 focuses on programs and includes basic concepts and definitions, papers on residential programs and play facilities, and specific program descriptions in areas such as music, camping, and gardening. Activity areas such as swimming, arts and crafts, outdoor education, and the development and evaluation of motor skills for the DB are covered in Chapters 5 and 6. Examined in Chapter 7 are assessment, evaluation, and research in recreation for the DB. In chapters 8-11 leisure education, special considerations, advocacy (including organizational and parent advocacy), and administration of recreation programs for the DB are explored. A final chapter identifies resources and includes features of 19 selected DB model program sites, a review of the literature, lists of materials, and a guide to information sources. Appended is information on institute personnel, materials, and instruments. (LS)

ABSTRACT 246

EC 08 0246 ED 113 893
Publ. Date 72 28p.
Lyall, J.
And Others.
Manual for the Deaf-Blind Program and Ability Screening Test.
Ellisville State School, Mississippi.
Mississippi Deaf-Blind Evaluation Center.
EDRS mf;hc

Descriptors: Deaf Blind*; Multiply Handicapped*; Screening Tests*; Guidelines*; Test Interpretation*; Exceptional Child Education; Student Evaluation; Program Planning; Educational Needs; Child Development; Test Construction;

Presented are a manual and a screening test to assist teachers and professionals to determine the functional ability level and individual program needs of deaf blind and multiply handicapped children. It is noted that the individually administered 10-minute test, based on Gesell's developmental theory, consists of items in seven basic developmental areas: vision, hearing, gross motor, fine motor, self help skills, communication, and socialization. It is explained that the test can be used to place children at one of the following program levels: basic sensory stimulation for the profoundly disabled (multiply handicapped nonambulatory children confined to bed units); developmental task training for ambulatory children who have secondary handicaps to their deaf blindness; and training in preacademic and daily living skills for visually and auditorially handicapped children who have greater functional ability. Included in the manual are instructions for test administration and scoring, a list of needed equipment, and brief discussions of special test factors to be considered (such as behavioral characteristics and medication) and the need to obtain further reliability/validity measures. (LH)

ABSTRACT 240

EC 08 0240 ED N. A.
Publ. Date 72 44p.
Pomeroy, Janet.
Staffing Grant for Physical Fitness Program, Community Mental Retardation Facilities.
American Association for Health, Physical Education And Recreation; Information and Research Utilization Center, 1201 Sixteenth St. NW, Washington, DC 20036
Final Report.

Descriptors: Exceptional Child Services; Severely Handicapped*; Multiply Handicapped; Program Descriptions; Recreation*; Adapted Physical Education; Physical Fitness*;

Identifier: Final Reports;

Presented is the final report of a two year effort to develop a physical fitness program for approximately 600 severely and profoundly mentally retarded and multiply handicapped children and adults. Program objectives are said to center on fitness, motor abilities, and body mechanics. The role of other services including occupational and physical therapy is discussed, and such related program services as inservice training and community education are considered. An overview of program development provides a description of specific activities, including movement exploration and aquatics. In a section on program evaluation, participants' accomplishments are cited and brief case studies are given. (CL)

ABSTRACT 123

EC 08 0123 ED 113 883
Publ. Date Sep 75 12p.
Levy, Sidney M.
The Development of Work Skill Training Procedures for the Assembly of Printed Circuit Boards by the Severely Handicapped.
EDRS mf;hc
The American Association for the Education of the Severely/Profoundly Handicapped Review; Volume I, Issue 1.

Descriptors: Custodial Mentally Handicapped*; Research Reviews (Publications); Job Skills*; Vocational Education*; Exceptional Child Research; Mentally Handicapped; Severely Handicapped; Adults; Program Effectiveness;

The author reviews research studies in which severely retarded adults have been trained to perform complex industrial tasks. It is explained that results demonstrate that retarded workers can learn to insert electronic components into a printed or etched circuit board. Reported is a pilot study which is investigating two adult retardates' ability to assemble a large number of parts using a match-to-sample training procedure. (CL)

ABSTRACT 122

EC 08 0122 ED 113 882
Publ. Date Sep 75 20p.
Bailey, Constance.
Curriculum Guidelines for Teaching Profound and Severely Retarded Students (I. Q. Under 40) Including Those with Physical Handicaps.
EDRS mf;hc
The American Association for the Education of the Severely/Profoundly Handicapped Review; Volume I, Issue 1.

Descriptors: Severely Handicapped*; Curriculum Guides*; Motor Development*; Swimming*; Exceptional Child Education; Physically Handicapped; Mentally Handicapped; Custodial Mentally Handicapped; Music; Eye Hand Coordination;

Presented are curriculum guidelines for teaching severely and profoundly retarded students, including students with physical handicaps. In addition to a listing of aims and objectives (such as that the student should analyze the need for space for himself and others); guidelines are provided for the following areas: awareness (of such stimuli as noises and colors), motor skills for the cerebral palsied (including taking a slow, deep breath and holding it), stages of walking, behavior modification, ocular motor coordination, rhythm therapy (such as marching with music), and swimming (including a section on swimming skills for the multiply involved physically handicapped). (CL)

ABSTRACT 121

EC 08 0121 ED 113 881
Publ. Date Sep 75 14p.
Pomerantz, David J.
Manual Skill Training of Retarded Children.
EDRS mf;hc
The American Association for the Edu-

cation of the Severely/Profoundly Handicapped Review; Volume I, Issue 1.

Descriptors: Trainable Mentally Handicapped*; Prevocational Education*; Job Skills*; Exceptional Child Research; Severely Handicapped; Mentally Handicapped; Childhood; Teaching Methods; Program Effectiveness;

In an ongoing pilot study, training procedures previously found successful with moderately and severely retarded adolescents and adults have been adapted to teaching trainable retarded children (6, 8, and 10 years old) to assemble a 14-piece coaster brake. Modifications in the carefully detailed task analysis approach have included the need for new formats and feedback strategies. Preliminary data indicate a slow but regular rate of progress in the Ss' skill acquisition. (CL)

ABSTRACT 120

EC 08 0120 ED 113 880
Publ. Date Mar 74 31p.
Hamre, S.
An Approximation of an Instructional Model for Developing Home Living Skills in Severely Handicapped Students.
University of Washington, Seattle. Child Development And Mental Retardation Center.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C. Division of Training Programs.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
The American Association for the Education of the Severely/Profoundly Handicapped Review;Volume I, Issue 1.

Descriptors: Severely Handicapped*; Daily Living Skills*; Self Care Skills*; Teaching Methods*; Task Analysis*; Exceptional Child Education; Mentally Handicapped; Custodial Mentally Handicapped; Adolescents; Young Adults; Home Economics; Program Descriptions; Hygiene;

The author discusses the need for severely handicapped students to acquire basic home living skills, reviews task analysis principles, and provides sample instructional programs. Listed are basic grooming, dressing, domestic maintenance, and cooking skills. A sample task analysis procedure is demonstrated for the skill of brushing teeth. Reported are two studies in which severely handicapped adolescents were instructed in hair brushing and hair washing. Included in five appendixes are data sheets and descriptions of instructional arrangements for washing and brushing hair. (CL)

ABSTRACT 119

EC 08 0119 ED 113 879
Publ. Date Nov 74 64p.
Tawney, James W.
And Others.
Developing Curricula for Errorless Learning: A Search for Order in an Unorderly World.
University of Washington, Seattle. Child Development And Mental Retardation Center.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Paper Presented at the Research and Demonstration Centers for Severely Handicapped Children and Youth (First Annual Seminar, Kansas City, Missouri, Nov. 15, 1974); The American Association for the Education Of the Severely/Profoundly Handicapped

Descriptors: Severely Handicapped*; Program Descriptions*; Success Factors*; Curriculum Development*; Programed Instruction*; Exceptional Child Education; Mentally Handicapped; Custodial Mentally Handicapped; Preschool Education; Elementary Education; Environmental Influences; Teaching Methods; Electromechanical Aids;

Described is the application of error-free learning to the education of severely retarded and multiply handicapped children (infancy through middle school years). It is explained that two projects at the University of Kentucky (Programmed Environments and Telecommunications for the Severely Handicapped) focus on a programed environment in which the children's interactions with automated learning devices and with adults are arranged to increase the probability of correct responses. Data in the form of graphs and tables are presented for selected children's performance on programs to establish stimulus control, build a simple response repertoire, select reinforcers, and improve basic reading and math skills. In each example, problems in the development of errorless programs and resulting modifications are noted. (CL)

ABSTRACT 118

EC 08 0118 ED 113 878
Publ. Date Sep 75 41p.
Williams, Wes.
And Others.
Basic Components of Instructional Programs for Severely Handicapped Students.
University of Wisconsin, Madison. School of Education.
Madison Public Schools, Wis.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C. Division of Training Programs.
EDRS mf;hc
The American Association for the Education of the Severely/Profoundly Handicapped Review; Volume I, Issue 1.

Descriptors: Severely Handicapped*; Educational Methods*; Educational Needs*; Effective Teaching; Exceptional Child Education; Elementary Secondary Education; Teaching Methods; Instructional Materials; Task Analysis; Measurement; Transfer of Training; Educational Programs; Program Design;

Eight basic components of instructional programs for severely handicapped students are discussed. Components are seen to involve determination of content, rationale, method, materials, measurement, and student performance. Emphasized is the need for a task analysis orientation to determine content and for a developmentally sound longitudinal curriculum to justify teaching a specific skill. An eclectic approach to questions of methodology is advocated, basic principles of instructional measurement are reviewed, and the importance of students' rate of response is considered. Use of functional and nonfunctional tasks is one topic covered in a discussion of materials. A skill is said to be generalized when it is performed across persons, places, instructional materials, and language cues. The list of components concludes with the importance of arranging for students to be able to perform the task without directions to do so from an authority figure. (CL)

ABSTRACT 15

EC 08 0015 ED N. A.
Publ. Date Sep/Oct75 2p.
Allard, W. Gregory
And Others.
Helping Teachers Work with "Unteachable" Children.
Children Today; V4 N5 P15-16 Sep/Oct 75

Descriptors: Exceptional Child Education; Handicapped Children*; Severely Handicapped*; Summer Programs*; Educational Programs*; Task Analysis; Positive Reinforcement; Inservice Education*; Public Relations*; Daily Living Skills;

Identifier: Needs Assessment;

A summer workshop involving 24 handicapped children (including emotional and physical handicaps) ranging in age from 4 to 17 years, was designed to demonstrate and publicize the fact that severely handicapped children can be educated. Based on each child's needs, a program of half-hour individual training periods (teaching children such behaviors as sitting up or tying shoes) was developed, using the behavior task analysis model and techniques such as positive reinforcement. Teachers attending the workshop found the new methods applicable to classroom situations. An open-door policy was maintained, college administrators and faculty were invited, and photographs of and stories on the children were sent to newspapers to publicize the program's progress. (SB)